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**CHATHAM MIDDLE SCHOOL  
LOW-PERFORMING SCHOOLS SUPPORT PLAN  
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## Chatham County- Chatham Middle School Support Plan

Initial Meeting with Support Plan Person	Principal and ASIS Point Person. Can also involve coach and AP.	10/22/2015	The support plan template will be completed with action data view of BOY data will occur.	None	Completed updates to CMS Support Plan, reviewed previously, submitted school improvement plan to meet State Plan for improvement Rubric, reviewed any needed teacher supports for beginning teachers, and additional plans that CMS is considering.
Data Review meetings will occur after each major screening window.	Principal and ASIS Point Person. Can also involve coach and AP.	After each testing window	Any data analysis or materials should be updated to the support plan folder.	None	Example will be posted to the CMS Support Plan Supporting Document folder
Schools should create school-level instructional priorities/non-negotiables	Principal creates, ASIS staff will review, Asst. Superintendent will check for completion	8/25/2015	The school-level priorities should be updated in the support plan folder for the school.	None	Results have been shared with staff during grade level PLC meetings. First round was to examine trends, next step will be to determine patterns that need to be addressed in regards to implementation of non-negotiables.
Schools should create and begin using a school-level instructional walkthrough tool.	Principal, AP, Coach, ASIS point person should check for completion	Tool was created by Aug. 25, 2015 and the CMS administrative team and the Curriculum coach are actively using the tool to compile data. Initial results have been shared with staff.	The school walkthrough data should be reviewed with support plan point person during each meeting.	None	
Provide each staff member with RIGOR wheels from Mentoring Minds. Provide training for staff on Rigor.	Asst. Superintendent will purchase, Principal, AP Coach will distribute and train	By December 1, 2015	Collection of agenda and materials from PD offered. Evidence of rigor in walkthrough data	\$5,000 for Rigor wheels for all staff provided by ASIS funds.	RIGOR wheels have been ordered. The curriculum coach had an opportunity to examine a sample during the Oct. curriculum coach meeting. CMS sent select staff members to a recent PTEC session facilitated by Cheryl Fuller on Rigor. The next step was for the curriculum committee to create a schoolwide lesson template to be shared with the staff. This will help focus on higher order thinking skills and essential questions.
Attend Rigor training provided by Barbara Blackburn	Asst. Superintendent will coordinate, Principal, AP Coach, ASIS Specialist will attend	December 11, 2015 and February 12, 2016	Sign in sheets and materials from PD session. Walkthrough data increase in rigor questions	\$6,000 total for the district to be provided by ASIS PD funds. \$2,000 for books for each participant.	Mr. Morgan attended this session with other district principals.
Attend scheduling training at PTEC with Richard Dewey	Asst. Superintendent will coordinate, Principal and team will attend	10/19/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage	
Attend Poverty Training at PTEC with Eric Jensen	Asst. Superintendent will coordinate, Principal and team will attend	4/6/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage	
PLC Training for Admin and leadership team of up to 7 people (if your school has not attended)	Asst. Superintendent will register, and Principal will attend	During the 2015 school year	Attendance logs, evidence of PLC changes after visit	\$239 per person allowance of up to 8 per school	
The district will continue to provide funding for the CIS position (Communities in Schools of Chatham)	Asst. Superintendent will coordinate, Principal and team will attend	BOY meeting with CIS	Data review for services from CIS position provided. End of year report from CIS	\$15,000	
CMS will send any staff members not already associated with District Middle School PD related to attending to a PTEC session entitled "Asking the right questions."	Principal will identify staff and coordinate with Ex. Director to determine which staff will attend which questioning PD.	10/27/2015	Use of walkthrough tool and non-negotiables list to monitor rigor. Teacher lesson planning and implementation of practices covered during the PTEC session. Those teachers who attended will also share their take-aways at the next staff meeting.	Coverage for teachers to pay for substitutes	
CMS will send any staff members not already associated with District Middle School PD related to attending to a PTEC session entitled "Raising ESL Achievement"	Principal will identify staff and coordinate with Ex. Director to determine which staff will attend which questioning PD.	10/21/2015	Use of walkthrough tool and non-negotiables list to monitor changes in teacher lesson planning and implementation of practices covered during the PTEC session. Those teachers who attended will also share their take-aways at the next staff meeting.	Coverage for teachers to pay for substitutes	

CMS will send any staff members not already associated with District Middle School PD related to the 2015-2016 PLC season entitled "Inspire and Engage Diverse Learners."	Principal will identify staff and coordinate with Ex. Director to determine which staff will attend which questioning PD.	10/14/2015	Use of walkthrough tool and non-negotiables list to monitor changes in teacher lesson planning and implementation of practices covered during the PTEC session. Those teachers who attended will also share their take-aways at the next staff meeting.	Coverage for teachers to pay for substitutes.	
Master Schedule was adjusted to include an Intervention/Enrichment block	Principal will work with staff to determine specific times, locations and enrollment. Principal will also work with curriculum coach and classroom personnel to provide formative data. Ex. Director and IPE will ensure formative data access to only participating schools and unit assessment results and SWI.	After each testing window	PLC minutes/notes, student outcomes for PLC periods, Classworks, DUA's, SWI, etc.	Costs to continue use of SWI, SRI, and Classworks.	
District will coordinate with CMS administration to provide Bilingual training to both ESL teachers and dual language teachers delivered Karen Beaman from the Institute for Bilingual.	Ex. Director for Middle School and Instruction will work with curriculum administration to identify teachers and coordinate dates and locations for training.	On-going throughout the 2015-2016 school year.	Sign in sheets and materials from PD session. Walkthrough data referencing the 2015-2016 Spanish and English supports in both Spanish and English.	Coverage for teachers to pay for substitutes, contract for 12,000 for direct for 12 sessions with ESL and DL staff.	
District wide year long Middle School PD, topics include Accountable Talk, Engaged Reading, Academic Vocabulary, and Questioning	Ex. Director for Middle School, IPE, Coaches, and lead teachers. Principals can monitor Credit sheet.	On-going throughout the 2015-2016 school year.	CEU spreadsheet, observations, on-going throughout the 2015-2016 school year.	Ex. Director for Middle Grade and ESL will purchase books for book studies, and pay for subs for teacher observations.	
PLC coaching and intervention walkthroughs	MTSS Instructional Program Facilitator will coach PLCs and do intervention walkthroughs.	On-going throughout the 2015-2016 school year.	Anecdotal notes from PLCs and walkthroughs and Google Document for PLC minutes.	None	
The district will provide ongoing support for Beginning Teachers. This will include classroom observations, walkthroughs, video feedback, visits to master teacher classrooms, and principal and BT Champion follow up on a regular basis.	HR Asst. Superintendent, Principal, BT Champion	Ongoing from January-April	Mentor BT logs, video footage, mentor notes, etc.	Will vary by BT champion. District will pay hourly rate for the BT champions for each school.	

### Plan for Improvement Rubric – Feedback Form

<b>strict Name:</b> Chatham County Schools		<b>School Name:</b> Chatham Middle		<b>School Year:</b> 2015-16	
<b>strict Code:</b> 190		<b>School Code:</b> 190312		<b>Date Completed:</b> 11/20/15	

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
<b>1. Student, teacher, and community demographics are included.</b>	No demographic information about students, teachers, and the community are included or data is minimal.	Includes demographic information about students, teachers, and the community.	Includes demographic information about students, teachers, and the community, and changes over time are described and analyzed.	<p><i>The Plan does not include disaggregated student or teacher demographic data for the past 3-5 years.</i></p> <p><i>Consider including disaggregated student data (i.e. EC, LEP, ED, AIG, ethnicity, gender) for the past 3-5 years to allow the team to look for shifts and trends in student enrollment. This will inform the goals and strategies in the Plan.</i></p> <p><i>Also, consider including teacher demographic data (i.e. %HQ, education and experience) over the past 3-5 years to look for staffing needs in the school. Again, this will inform the goals and strategies in the Plan to target professional development for the staff.</i></p> <p><i>The Plan references student performance data in the narrative. However, the Plan does not include disaggregated student performance data for the past 3-5 years.</i></p> <p><i>Consider including this in your Plan so the team can look at the performance of specific subgroups within the school over time. This will be helpful in creating specific goals that are data-based and targeted to close achievement gaps of underperforming subgroups in the school.</i></p> <p><i>The Plan does not include disaggregated student behavior data (i.e. attendance, dropout/promotion, and discipline) for the past 3-5 years.</i></p> <p><i>Consider including 3-5 years of disaggregated student behavior data to allow the team to observe trends that exist by student subgroup within the school.</i></p>
<b>2. Current data on student achievement are included.</b>	No student achievement data is included or data is limited or outdated.	Includes current data on student performance on state and local assessments for the past three years.	Includes data on student performance on state and local assessments for the past three to five years with an analysis of student subgroup performance for trends.	
<b>3. Student behavior data is included.</b>	No student behavior data are included or student behavior data are limited to attendance, dropout/promotion, or discipline.	Attendance, dropout/promotion, and discipline data are included and an analysis with conclusions is provided.	Attendance, dropout/promotion, and discipline data are included with an analysis of student subgroup performance.	
<b>4. Goals are Specific, Measurable, Attainable,</b>	Goals either are missing or appear to be random and/or	Goals are SMART – they realistically and strategically	Goals are SMART and strategically support	<p><i>The Plan includes four SMART goals with district alignment, targets, indicators, and milestone dates. However, the measure for goals 1 &amp; 2 are</i></p>



### Plan for Improvement Rubric – Feedback Form

District Name: Chatham County Schools		School Name: Chatham Middle		School Year: 2015-16	
District Code: 190		School Code: 190312		Date Completed: 11/20/15	

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
Realistic, and Time-Bound (SMART).	unspecific.	support improvement needs and project a reasonable date of attainment.	improvement needs, project a reasonable date of attainment, and demonstrate that data are used as the basis for establishing and evaluating the improvement target(s).	"scale scores". These may be difficult to measure using the indicators listed in the Plan. Consider using "proficiency" as the measure since that directly impacts whether the school is considered a low performing school. Also, goal 3 references a "decrease in the number of discipline incidents" but does not include how that will be measured. Consider including the measure by which success will be determined.
5. The vision of improvement is reflected in goals that are focused, data-based, tracked for progress, and understood by the community.	Goals are not aligned to the vision of improvement or are not informed by a data-driven needs assessment or by ongoing data gathering and analysis.	Goals are connected to the data gathering and analysis and are aligned with the vision of school improvement.	Goals are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and increase student achievement.	Since the Plan did not include sources of data, it is unclear whether the goals were data-driven. After including the data referenced in 1-3 above, the team may want to review the goals to determine if the deeper look at the data might change the focus of the goals to meet specific student needs.
6. Research-based strategies have been identified based on needs.	Strategies are not directly aligned with needs and do not reference research-based models.	Strategies are aligned with needs.	Research-based strategies are directly aligned with needs.	The Plan references using research-based strategies (i.e. goals 1 & 2, strategy 3). However, the Plan does not specify what research-based strategies will be used to support that part of the goal. Consider being more specific to include research-based strategies that align with specific needs.
7. Research-based strategies are evaluated for effectiveness.	Strategies have been implemented and there is no evidence of monitoring for effectiveness.	Strategies have been implemented and there is evidence of monitoring of effectiveness.	Research-based strategies have been implemented and there is evidence of ongoing monitoring for effectiveness.	The Plan includes a monitoring feature in the template. However, the timeline is left somewhat vague. Consider adding more specific details about when the monitoring will occur and what measures will be used to consider the impact on student achievement. By adding specific details in the monitoring piece of the Plan, the team will be able to reflect on the success of each strategy and make revisions along the way.
8. Action Steps provide a logical path to goal attainment by addressing identified needs.	Action Steps are not clearly described, do not clearly address data-driven needs or are not aligned to the goal.	Action steps are clearly described, clearly address data-driven needs, and are aligned with the goal.	Action Steps are clearly described, address data-driven needs and include effective practices and a rationale describing how the activities	The Plan includes action steps for each strategy and each goal has an action team that is responsible for implementation. However, the monitoring piece is somewhat vague and could use a detailed timeline with specific person(s) responsible for each piece.

### Plan for Improvement Rubric -- Feedback Form

<b>strict Name:</b> Chatham County Schools		<b>School Name:</b> Chatham Middle		<b>School Year:</b> 2015-16	
<b>strict Code:</b> 190		<b>School Code:</b> 190312		<b>Date Completed:</b> 11/20/15	

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
<b>9. Action Steps include a plan for monitoring progress and a procedure for making adjustments.</b>	A monitoring plan and procedures for plan revision do not exist or are unclear.	A monitoring plan and procedures for plan revision exist and are clearly described.	An ongoing monitoring plan and procedures for plan revision exist and are clearly described with personnel and timelines identified.	<i>The Plan includes action teams that are responsible for implementation of each goal. However, the Plan does not include specific monitoring checkpoints along the way with specific person(s) responsible at each checkpoint.</i>  <i>Consider including monitoring checkpoints with specific person(s) responsible so the Plan will serve as a living document. This will allow the team to make revisions and changes along the way if the Plan is not effective.</i>
<b>OVERALL:</b> <i>Including General Notes, Questions, Other, Etc.</i>				
<i>A few things that will strengthen this Plan for improvement:</i> <ul style="list-style-type: none"> <li>Add 3 to 5 years of disaggregated student demographic and behavior data to the student achievement data to take a closer look at the subgroups within the school, shifts in these groups, and gaps that may exist.</li> <li>Make sure each goal is SMART. Show the clear link with the data and the goals that were selected and consider using "proficiency" as a measure in the SMART goal rather than scale scores in goals 1 &amp; 2.</li> <li>For each of the action steps, set up monitoring checkpoints and person(s) responsible to monitor progress.</li> </ul> <i>Overall, think about how this Plan will be used as a living document to guide the school improvement efforts at the school.</i>				

# 2015-2016 School Improvement Plan

**LEA or Charter Name & Number:** Chatham County Schools (#190)  
**School Name & Number:** Chatham Middle School (#190312)  
**School Address:** 2025 S 2nd Avenue Ext  
 Siler City, NC 27344  
**Plan Year(s):** 2015-2016  
**Date prepared:** Sept. 30, 2015

**Principal Signature:** \_\_\_\_\_ **Chad Morgan** \_\_\_\_\_ **9/30/2015**  
 \_\_\_\_\_  
 Typed Name Approval Date

**Local Board Approval Signature:** \_\_\_\_\_  
 \_\_\_\_\_  
 Typed Name Approval Date

School Improvement Team Membership	
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>	
Committee Position*	Name
Principal	Chad Morgan
Assistant Principal Representative	Katherine Rangel
Teacher Representative	Jennifer Gibson
Inst. Support Representative	Sherry Elmore
Teacher Assistant Representative	
Parent Representative	Yolanda Crawford
Teacher	Monica Marsh
Teacher	Marilyn Dean
Inst. Support	Abby Thornton
Inst. Support	Theresa Joyner
Teacher	Mary Dark
Teacher	Carolina Vix
Teacher	Jennifer Stickney
Teacher	Lindsay Gaines
Teacher	Molly Upchurch

\* Add to list as needed. Each group may have more than one representative.

## **School Vision and Mission Statements for Chatham Middle School**

### **Vision:**

Chatham Middle School will partner with parents and the community to provide our students with a nurturing and accepting environment. We will utilize a variety of measures to present data-driven, researched-based instruction and enrichment based on the academic needs of our students. We will offer our students the support, discipline and supplemental services needed to meet their social-emotional needs. Our focus at Chatham Middle will be to impart an education that will produce well-rounded students who will be successful in life.

### **Mission:**

To produce well-rounded students who will be successful in life.

## **Executive Summary for Chatham Middle School**

Based your answers from the School Data and Summary Analysis please provide a brief (no more than 2 paragraphs) summary of your school's achievements and highlights last year as well as the areas for growth that you plan to focus on this up-coming school year. This could include special events, unique awards, or student/staff accomplishments not necessarily mentioned in last year's school improvement plan.

Chatham Middle School has used Scholastic Reading and Math inventories over the past few years to measure our students' growth in reading in math. The inventories are given four times a year and they allow us to determine a Lexile Score (reading level) and a Quantile Score (math level) for each student. These measures have allowed us to keep track of student progress and give us an opportunity to have an indicator of student proficiency in reading and math during a year and provide additional assistance to struggling learners throughout the school year. During the 2015-2016 school year, Chatham Middle will again use SRI and SMI as one way to measure student growth and proficiency. Although two of our goals for our School Improvement Plan are to increase average reading and math scale score, we will continue to monitor SRI and SMI benchmarks to measure student growth. The other two areas of focus for Chatham Middle School are to decrease student discipline referrals by focusing on positive interventions and to increase opportunities for parental engagement.

Based on our data from the 2015 EOG results, we saw an increase in student proficiency in the area of math and reading. We also met growth as measured by the state testing program. These results are a direct reflection upon the hard work and dedication of our entire staff. During the 2015 -2016 school year we will provide each student with the instruction and differentiation needed to help them achieve the most growth possible, not only in reading, but math as well. We will be using Title I funds to provide math staff development to help our teachers build the tools and strategies necessary to help improve student achievement. We will continue training our EC teachers in Reading Recipe (targeted reading program) to help improve the student achievement of our EC students. We are also utilizing ClassWorks to provide additional support in reading and math for all our students. The school schedule has provided an intervention period and teachers will use data to create groups to meet learning needs. We feel these focused school improvement strategies, along with the help and partnership with our parents, Chatham Middle School will be able increase student growth and proficiency in reading and math and continue to meet or exceed expected growth as measured by the EOG. .

### Priority Goal #1 and Associated Strategies for Chatham Middle School

#### Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

We currently have approximately 30% of our students performing at a Level II according to 2014-15 EOG Reading results. After reviewing our data, we determined that an average of 10 point increase in scale score would have an impact on student proficiency and continued student growth.

<b>School Goal #1:</b>	Chatham Middle School will increase at each grade level the average scale score in reading during the 2015-16 school year by 10 points as measured by the NC EOG.	
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	Relevant CCS Goal	Relevant Objective
<b>Supports this District Goal:</b>	CCS Will Produce Globally Competitive Students	Objective 3

**Target:**  
6th grade reading scale score from 445 to 455  
7th grade reading scale score from 451 to 461  
8th grade reading scale score from 454 to 464

**Indicator:** ClassWorks Benchmark Assessments, SRI benchmark Assessments and EOG

**Milestone Date:** November 2015, February 2016, May 2016, June 2016

**Strategy #1:** Utilize Classworks as a nine week intervention block for all students.

Action Steps	
1	Students will be assigned to Classworks for one nine weeks out of the year.
2	Students will use Classworks during targeted intervention times throughout the year.
3	Language Arts teachers will monitor alerts and conference with students about progress.
4	Students will complete the universal screener and be assigned lessons based on their individualized learning needs.

**Strategy #2:** Students will track data through the use of Data Notebooks and conference with teachers and parents.

Action Steps	
1	Students will track SRI, Classworks, and AIMS Web Data in Data notebooks.

Action Steps	
2	Students who have been identified with targeted interventions (i.e. fluency, MAZE, etc.) will track data in notebooks.
3	Teachers will conference with students throughout the nine weeks using data notebooks.
4	Data Notebooks will be used as a tool at Parent Nights for students to share academic growth with parents.
5	Curriculum Coach (funded part-time with Title I funds) and Reading Specialist (funded with Title I funds) along with administration will meet once a month to review students' data with teachers and create plans to address struggling students.

<b>Strategy #3:</b>	EC teachers will use researched-based interventions to address specific learning needs.
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Action Steps	
1	EC teachers will use Data Notebooks during IEP meetings to monitor progress and set goals.
2	EC teachers will use core assessments to determine specific reading instructional learning needs.
3	EC teachers will use research based teaching strategies with identified students during grade-level intervention times.
4	EC teachers will push-in to classrooms to deliver necessary scaffolds to address student learning needs.
5	Title I funds will be used to purchase Recipe For Reading and train EC teachers on how to implement program with fidelity.

<b>Strategy #4:</b>	
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Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Federal Funds Title I	\$40,000
Local District Funds	

Assigned Implementation Team:	Action Team #1
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<b>Title I Components</b>	Schoolwide Reform Instruction by HQ teachers Quality & On-going PD Effective & Timely Assistance
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**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

Scholastic Reading Inventory, Classworks, ALLmweb, and administrative walkthroughs and observations.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Increase in student proficiency each nine weeks.

**Act**

**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

**Based upon identified results, are any changes to current strategies anticipated?**

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)



### Priority Goal #2 and Associated Strategies for Chatham Middle School

#### Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

We currently have approximately 30% of our students performing at a Level II according to 2014-15 EOG Math results. After reviewing our data, we determined that an average of 10 point increase in scale score would have an impact on student proficiency and continued student growth.

**School Goal #2:** Chatham Middle School will increase the grade level average scale score in math during the 2015-16 school year by 10 points as measured by the NC EOG.

Relevant CCS Goal		Relevant Objective
<b>Supports this District Goal:</b>	CCS Will Produce Globally Competitive Students	Objective 3

<b>Target:</b>	6th grade math scale score from 445 to 455 7th grade math scale score from 442 to 452 8th grade math scale score from 448 to 458
<b>Indicator:</b>	Classworks Benchmarks; Scholastic Math Inventory Benchmarks; EOG Results
<b>Milestone Date:</b>	November 2015, February 2016, May 2016

### Plan/Do

**Strategy #1:** Utilize Classworks as a nine week intervention block for all students.

Action Steps	
1	Students will be assigned to Classworks for one nine weeks period during the school year.
2	Students will use Classworks during targeted intervention times throughout the year.
3	Math teachers will monitor alerts and conference with students about progress.
4	Students will complete the Classworks benchmarks and be assigned lessons based on their individualized needs.

**Strategy #2:** Provide staff development to all math teacher to improve math instruction at all grade levels.

Action Steps	
1	Math teachers will attend PTEC math staff development (funded with Title) sessions throughout the school year.

Action Steps	
2	Math teachers will utilize math PLCs to share strategies learned from PTEC trainings
3	Math teachers will incorporate strategies into lesson plans and share results during PLCs
4	Math teachers will share lesson plans through use of PlanBook to help align instruction.
5	Curriculum Coach (funded with Title I) will meet with math teachers to discuss student data and plan math instruction.
6	Administration will complete walkthroughs to provide feedback during math planning days.

**Strategy #3:** EC teachers will use researched-based interventions to address specific learning needs.

Action Steps	
1	EC teachers will use Data Notebooks during IEP meetings to monitor progress and set goals.
2	EC teachers will use core assessments to determine specific math instructional needs.
3	EC teachers will target case-load students during grade-level intervention times.
4	EC teachers will push-in to classrooms to deliver necessary scaffolds to students to address student needs.

**Strategy #4:** Expand 1-to-1 laptop in grades 7 and 8 to integrate technology within math instruction.

Action Steps	
1	Laptops will be issued to all 7th and 8th grade students (use of Title I Funds)
2	Math Teachers will be provided technology training to enhance instruction for all students.
3	Math teachers will utilize various online programs (IXL, Classworks) to create individualized intervention and monitor student progress.
4	7th and 8th grade Math teachers will utilize the "Flipped Classroom" model to provide small group reteaching.

**How will we fund these strategies?**

Funding Source	Amount
Federal Funds Title I	\$30,000
Local District Funds	

<b>Assigned Implementation Team:</b>	<b>Action Team #2</b>
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<b>Title I Components</b>	Schoolwide Reform Instruction by HQ teachers Effective & Timely Assistance Quality & On-going PD
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<b>Check</b>
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**What data will be used to determine whether the strategies were deployed with fidelity?**

Scholastic Math Inventory benchmark, Classworks benchmark, and administrative walkthroughs and observations

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Increase student proficiency each nine weeks.

<b>Act</b>
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**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

**Based upon identified results, are any changes to current strategies anticipated?**

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

### Priority Goal #3 and Associated Strategies for Chatham Middle School

#### Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Based on our school-wide discipline data of 207 office referrals, we decided to focus on positive intervention with our students. With the focus on positive intervention we expect our discipline referrals to decrease as compared to last school year's discipline data.

**School Goal #3:** Decrease the number of discipline incidents by 10% for the 2015-2016 school year

Supports this District Goal:	Relevant CCS Goal	Relevant Objective
	CCS Students Will Be Healthy and Responsible	Objective 5

<b>Target:</b>	Decrease the number of office referrals from 207 to 187
<b>Indicator:</b>	Powerschool and Internal discipline data
<b>Milestone Date:</b>	Quarterly

<b>Read/Do</b>
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**Strategy #1:** Implement positive behavior strategies school-wide

Action Steps	
1	Incorporate Class Dojo into classrooms to monitor student behavior
2	Link parents to DOJO to monitor behavior
3	Send home weekly DOJO reports to keep parents informed.
4	Reward groups from each class to have lunch with counselor
5	Acknowledge homerooms with least amount of discipline referrals each nine weeks.
6	Implement School-wide incentives for positive behavior.
7	Administration will implement positive office referrals system.

**Strategy #2:** Create and Apply Tier II and III behavior strategies

Action Steps	
1	MTSS Committee will attend district training for Tier II and III behavior.
2	MTSS will develop strategies addressing behavior and providing training for entire staff.
3	Teachers will create classroom behavior plans for all students.
4	Student behavior data will be monitored and reviewed.
5	MTSS team will work with teachers to determine need for individualized plans.

**Strategy #3:** Investigate the implementation of Leader in Me program

Action Steps	
1	Establish Leader in Me Committee
2	Research the program-The 7 Habits to Happy Kids
3	Provide staff with Leader in Me intro training/Observe middle school Leader in Me program (funded with Title I).
4	Complete Leader in Me book study (funded with Title I) to determine interest in program.

**Strategy #4:**

Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Federal Funds Title I	\$2,000

<b>Assigned Implementation Team:</b>	Action Team #3
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<b>Title I Components</b>	Schoolwide Reform Quality & On-going PD
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**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

Powerschool and internal discipline data

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

quarterly discipline data review

**Act**

**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

**Based upon identified results, are any changes to current strategies anticipated?**

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

### Priority Goal #4 and Associated Strategies for Chatham Middle School

**Area of Improvement and Supporting Data:**

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

We need to create an atmosphere of an open-door school. We want to find several different avenues to engage the family for a purpose and increase involvement in the school.

<b>School Goal #4:</b>	Chatham Middle School will increase opportunity for family involvement.	
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	Relevant CCS Goal	Relevant Objective
<b>Supports this District Goal:</b>	CCS Leadership Will Guide Innovation	Objective 3
<b>Target:</b>	provide opportunities monthly for family engagement	
<b>Indicator:</b>	Parent sign-in sheets to all events; Agendas	
<b>Milestone Date:</b>	May 2016	

<b>Plan Do</b>
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<b>Strategy #1:</b>	Utilize student agendas as a tool for parent-teacher communication
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Action Steps	
1	Teachers will utilize agenda (funded with Title I) as a homework communication tool.
2	Students will write assignments in agenda to build organization.
3	Teachers can include additional information including conference requests or classroom activities.

<b>Strategy #2:</b>	Host Parent Nights as opportunities to highlight student learning
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Action Steps	
1	Each grade level will host and invite parents to Parent Nights.
2	Teachers will share school and classroom expectations.
3	Teachers will explain and encourage parents to access Class Dojo.
4	Teachers will highlight student learning and curriculum.

**Strategy #3:** Provide multiple platforms for parent communication.

Action Steps	
1	Maintain and share events on the School Facebook Account
2	Provide Open House for parents that highlights student work.
3	Host Parent Night/Curriculum Night at each grade level
4	Teacher will create Web pages and link to home page.
5	Twitter accounts to highlight school activities.
6	Send home Parent Engagement letters (funded with Title I) in English and Spanish.
7	Utilize Communities in Schools (CIS) to links parents with outside resources and agencies.

**Strategy #4:**

Action Steps	
1	

**How will we fund these strategies?**

Funding Source	Amount
Federal Funds Title I	\$2000

Assigned Implementation Team:	Action Team #4
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Title I Components	Parent Involvement
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**Check**



**What data will be used to determine whether the strategies were deployed with fidelity?**

Parent sign in sheets; Agendas

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

tracking events offered each month and participation from parents.

**Act**

**What do data show regarding the results of the implemented strategies?**

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

**Based upon identified results, are any changes to current strategies anticipated?**

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

## Professional Development Plan

### School Goal 1

#### Alignment

<b>Related Strategies:</b>	<b>Strategy 1:</b> Utilize Classworks as a nine week intervention block for all students.
	<b>Strategy 2:</b> Students will track data through the use of Data Notebooks and conference with teachers and parents.
	<b>Strategy 3:</b> EC teachers will use researched-based interventions to address specific learning needs.
	<b>Strategy 4:</b>

#### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October. 201 December 2014, January 2015, February 2015, and May 2015	MTSS Date Days - Student Data; Review Tier Plans	Reading Specialist	Language Arts		
3rd Monday of Each Month	MTSS Committee Meetings	Reading Specialist	RtI Committee		
October 2015	Rigor in the Classroom	PT/EC	6-8 teachers		
September 2015, November 2015, February 2016	Recipe For Reading Staff Development	Kate Stackhouse	6-8 EC teachers		
October 2015, November 2015, January 2016, February 2016, April 2016	Vocabulary Implementation Year I and II	Kate Stackhouses, Carrie Smith	6-8 Teachers	\$700.00	Title I
October 2015, November 2015,	Active and Engaged Reading	Carrie Smith	6- 8 LA teachers		

January 2016, February 2016, April 2016					
October 2015, November 2015, January 2016, February 2016, April 2016	Higher Order Questioning	Amy Beavers	6-8 teachers		
October 2015, November 2015, January 2016, February 2016, April 2016	Accountable Talk	Mary Jo Gregory	6-8 teachers		
September 2015, January 2016, February 2016, April 2016					
September 2015, January 2016	Achieve 3000	Dr. Hartness	6-8 Dual Language Teachers		
September 2015, October 2015, December 2015, March 2016	Blitteracy Training	Dr. Beeman	6-8 Dual language Teachers		

**Effectiveness/Fidelity**

**Describe the skills or practices intended as outcomes of these sessions?**

Teachers will have increased skill set to provide instruction in reading. Teachers will build consistent instructional practices throughout all grade levels. Teachers will be able to effectively use Classworks to enhance student instruction.

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**

Review Classworks reports to measure student and teacher usage. Review RtI plans submitted and track student progress in the RtI process. Observe lessons utilizing Recipe for Reading.

## Professional Development Plan

### School Goal 2

#### Alignment

<b>Related Strategies:</b>	<b>Strategy 1:</b> Utilize Classworks as a nine week intervention block for all students.
	<b>Strategy 2:</b> Provide staff development to all math teacher to improve math instruction at all grade levels.
	<b>Strategy 3:</b> EC teachers will use researched-based interventions to address specific learning needs.
	<b>Strategy 4:</b> Expand 1-to-1 laptop in grades 7 and 8 to integrate technology within math instruction.

#### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October, 2015, November 2015, December 2015, February 2016, March 2016, April, 2016 and May 2015	MTSS Data Days - Student Data Review and Tier plan development	Reading Specialist; Curriculum Coach	Math teachers		
3rd Monday of each month	MTSS Committee Training	Reading Specialist	MTSS Committee		
October 2015	Success in Math	PTEC	6-8 math teachers	\$300	Title I
October 2015	Small Group Instruction	UNC Greensboro	6-8 math teachers	\$300	Title I
October 2015, November 2015, January 2016, February 2016, April 2016	Accountable Talk	Curriculum Coach	core teachers		
November 2015	Math Calculator Training	Mary Dark	6-8 math teachers		
January 2016	Implementing Conceptual Rigorous Tasks; Understanding;	Amy Phillips	6-8 math teachers		

	Curriculum Threads in Math				
October 2015	Practical Strategies For Making Math Work	PTEC	6-8 math teachers	\$300	Title I

**Effectiveness/Fidelity**

**Describe the skills or practices intended as outcomes of these sessions?**

Teachers will have increased skill set to provide instruction in reading. Teachers will build consistent instructional practices throughout all grade levels. Teachers will be able to effectively use Classworks to enhance student instruction.

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**

Review Classworks reports to measure student and teacher usage. Review RtI plans submitted and track student progress in the RtI process.

## Professional Development Plan

### School Goal 3

#### Alignment

<b>Related Strategies:</b>	<b>Strategy 1:</b> Implement positive behavior strategies school-wide
	<b>Strategy 2:</b> Create and Apply Tier II and III behavior strategies
	<b>Strategy 3:</b> Investigate the implementation of Leader in Me program
	<b>Strategy 4:</b>

#### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October, 2015, November 2015, December 2015, January 2016, February 2016, March 2016, April 2016, and May 2016	MTSS Data Days	Reading Specialist; Coach	all core teachers		
October 2015, November 2015	MTSS District Training	Student Support Services	MTSS Committee		
January 2016	Leader in Me Book Study	Principal; Leader in Me Committee	all teachers	\$5000	Title I
November 2015	FACE Family Engagement	Principal	all teachers		

#### Effectiveness/Fidelity

**Describe the skills or practices intended as outcomes of these sessions?**

Teachers will build the skill set to use formative assessments and plan instruction to build consistency in instruction across all grade levels.

**How will you evaluate the success of each of these sessions in meeting the intended outcomes?**

Review benchmark data and assessment data. Review end of year student performance.

## Professional Development Plan

### School Goal 4

#### Alignment

<b>Related Strategies:</b>	<b>Strategy 1:</b> Utilize student agendas as a tool for parent-teacher communication
	<b>Strategy 2:</b> Host Parent Nights as opportunities to highlight student learning
	<b>Strategy 3:</b> Provide multiple platforms for parent communication.
	<b>Strategy 4:</b>

#### Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
<b>Effectiveness/Fidelity</b>					

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?



## **Chatham Middle School**

2025 South Second Avenue Extension  
Siler City, NC 27344

Phone – 919-663-2414  
Chad Morgan – Principal

Fax – 919-663-2871  
Katherine Rangel – Assistant Principal

October 30, 2015

Dear Parent/Guardian:

During the 2015 Legislative Session, the General Assembly made some changes to the definition of a “Low Performing School.” G.S. 115C-105.37 (which was passed on October 1, 2015) states: “The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” Subsequently, 583 traditional public and charter schools statewide have been designated as low performing.

Our school received a school performance grade of “D” and a growth status of “Met Expected Growth” and has therefore been labeled as low performing under the new definition. It is important to note, however, that of the 583 schools that were designated as low performing, only about 50% met expected growth. Our school is in that top 50% and is working towards moving to the next level. The performance grade does not take into account

all the wonderful things taking place at our school each and every day that can not be captured in a test score or number.

The school performance grades are based on two factors: student growth 20% and student proficiency 80%. For student achievement, the indicators and the proficiency standard or benchmark used for achievement in grades 3-8 include:

- Annual EOG mathematics (Level III and above)
- Reading EOG assessments (Level III and above)
- EOG 5th and 8th Grades Science (Level III and above)

We have worked with the district leadership to develop an improvement plan and will now do the following:

- Present the plan to the Chatham County Board of Education on November 9, 2015 at 5pm (Central Services Building in Pittsboro);
- Once authorized by the Board of Education, we will send the plan to the State Board of Education for review;
- The North Carolina Department of Public Instruction's (NCDPI) School Transformation Division will also review each plan and provide feedback;

- Following feedback from the State, our local Board of Education will give final approval to the plan; and
- The final plan for improvement will be posted on our district's website [www.chatham.k12.nc.us](http://www.chatham.k12.nc.us) as well as the NCDPI's website [www.ncpublicschools.org](http://www.ncpublicschools.org).

Our school is focused on continuous improvement, and I look forward to working with each of you as we continue working to provide the best education possible for all of our students. Please do not hesitate to contact me with any specific questions you might have.

Sincerely,

Principal

# Chatham Middle School

2025 South Second Avenue Extension  
Siler City, NC 27344

Phone – 919-663-2414

Chad Morgan – Principal

Fax – 919-663-2871

Katherine Rangel – Assistant Principal

Octubre 30, 2015

Estimados Padres y Guardianes:

En la Sesión legislativa de 2015, La Asamblea general del Estado señaló unos cambios decisivos referentes al significado de “Escuelas de bajo rendimiento”. E.g. 115C-105.37 (que fue aprobado el 1 de octubre de 2015). “La Mesa directiva estatal de educación diseñará e implementará un proceso para identificar anualmente las escuelas designadas como “escuelas de bajo rendimiento”. Las escuelas de bajo rendimiento son aquellas escuelas que han recibido una calificación de “D” (insuficiente) o “F” (reprobatoria) en su rendimiento escolar. Además recibieron una de dos posibles designaciones en la categoría de “Cumplir con el Crecimiento Académico Esperado” o al contrario, “Incumplimiento del Crecimiento Académico Esperado”, definido en el E.G. 115C-83.15. Por consiguiente, 583 escuelas oficiales y escuelas *chárter* han sido designadas como “escuelas de bajo rendimiento”.

Nuestra escuela ha recibido una calificación de “D” y una designación de crecimiento en la categoría de “Cumplir con el Crecimiento Académico Esperado” y por lo tanto se ha catalogado como escuela de bajo rendimiento bajo la nueva definición. Sin embargo, es importante tener en cuenta que de las 583 escuelas que fueron designadas con bajo rendimiento, solamente el 50% lograron una mejoría en el aprendizaje esperado. Nuestra escuela se encuentra en los primeros lugares del 50% y continuamos trabajando para pasar al siguiente nivel. La calificación de rendimiento académico no toma en consideración todas las cosas maravillosas que ocurren todos los días en nuestra escuela y que no se pueden capturar en una calificación de prueba numérica.

Las calificaciones del rendimiento escolar están basados en dos factores: 20% en el Crecimiento del estudiante y 80% en el dominio y aprendizaje del estudiante.

Con el fin de indicar el logro estudiantil y el nivel de competencia o puntos de referencia de los estudiantes en los grados 3-8 se incluye lo siguiente:

- Examen anual de Matemáticas de Fin de Grado (Nivel III y superior)
- Examen de Lectura de Fin de Grado (Nivel III y superior)
- Examen de Ciencias de Fin de Grado para 5to y 8vo grado (Nivel III y superior)

Estamos trabajando junto con el equipo directivo de liderazgo del distrito escolar para desarrollar un plan de mejoramiento que nos ayude hacer lo siguiente:

- Presentar el plan a la Mesa Directiva de Educación del Condado Chatham el 9 de Noviembre 2015 a las 5pm en la Oficina Central de las Escuelas del Condado de Chatham ubicada en Pittsboro;
- Una vez autorizado por la Mesa directiva de Educación, enviaremos el plan a la Mesa Directiva Estatal de Educación para que sea revisado;
- El Departamento de Instrucción Pública de Carolina del Norte (NCDPI) junto a la Directiva de Transformación Escolar revisará cada plan y proporcionará información con retroalimentación;
- Después de revisar la retroalimentación del Estado, la Mesa Directiva local dará la aprobación definitiva del plan; y
- El plan definitivo para el mejoramiento será publicado en la página web: [www.chatham.k12.nc.us](http://www.chatham.k12.nc.us) como también en la página web del estado NCDPI [www.ncpublicschools.org](http://www.ncpublicschools.org).

Nuestra escuela está enfocada en el mejoramiento continuo, y espero con interés trabajar con cada uno de ustedes a medida que seguimos trabajando para ofrecer la mejor educación posible para todos nuestros estudiantes. Por favor no dude en comunicarse conmigo por cualquier pregunta que pueda tener.

Sinceramente,

# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SCHOOL SUPPORT PLANS PROPOSAL

**PURPOSE:** The purpose of the support plan process and meeting is to ensure that our schools and support staff are aware of current legislative requirements around low-performing schools and to increase the overall performance of schools who are designated as low performing, focus/priority schools, and schools not meeting growth.

#### 2014-2015 SUPPORT PLAN DATA REVIEW: (HOW DID OUR SUPPORT SCHOOLS DO LAST year?)

- 37.5% of support plan schools exceeded growth. NCE, JMHS, Bonlee
- 50% of support plan schools met growth. SAGE, SCE, VCE, CMS
- 12.5 % of support plan schools did not meet growth. Horton

#### WHAT WE KNOW AT THIS TIME ABOUT REQUIREMENTS: (SUBJECT TO CHANGE)

- **Low Performing Schools-** The State Board is requiring plans for all schools designated as low-performing. (D or F overall rating and a school growth score of “met expected growth” or “not met expected growth”)-[115C-105.37](#) Session Law 2015-241. CCS will have 3 schools in this category.
  - Within 30 days of designation, a plan for improvement must be submitted to the local board. (Oct 30)
  - Within 30 days of the receipt of this plan, the local board will vote to approve, modify, or reject the plan. (Nov 29)
  - The plan must be made public to the parents and staff of the school before the board votes on the plan. (Oct 31-Nov 8)
  - The local board must submit the approved plans to the state board within 5 days of the approval. (Nov 14th)
  - The local board must make the approved plan available on the LEA website. (*ASIS will post and submit all plans*)
  - The state board will make the plans available on the DPI website.
  - Parental notice is required to be given within 30 days of designation. (*Oct 30th*). Must include the following:
    - statement that the school has been designated as low performing including the legal reference.
    - the school grade received
    - information about the plan and where it can be located
    - The meeting date the plan will be discussed by the board.
- **ESEA Flexibility-** Focus and Priority Schools will be designated. This year will be a planning year. Actions will not take place until after January 2016 for any state requirements. There are 2 categories of schools, focus & priority schools. CCS has 3 schools in this category.
  - Code E- Tier I or Tier II SIG school implementing a school intervention model
  - Code F- Has largest gaps within school between highest performing students and lowest performing students
  - Code G- Has a subgroup with low achievement or if high school low graduation rate
  - Code I- Was a previous priority school and was unable to meet exit criteria
  - Code J- Was a previous focus school and was unable to meet exit criteria
  - Indistar- We are being told that focus and priority schools will use the Indistar rubric this year.
- **Schools not meeting growth-**do not have any state level requirements, but will have a local support plan due by November 15th. CCS has 3 schools in this category. Your plan will not go to the Board of Education but will be given to ASIS and SLT for review.

#### 2015-2016 SCHOOL DESIGNATIONS:

- Schools not meeting growth: PES, PHE, HMS- will have a local support plan due by November 15th
- Schools with an overall D Grade (Designation of Low Performing): SCE, VCE, CMS- will have to submit SIP plans to the state and will have a local support plan due by Oct 29th. The Board of Education will need to vote on these updated SIP and support plans and the plans must be uploaded to the state site within 5 days of approval. Parent notification must occur by the 30th.
- Schools with Title I focus or priority status: Will have to follow any ESEA guidance in January and will have a local support plan due by the 29th that will be shared with ASIS, SLT, and the Board of Education.
  - NCE- Focus code F
  - CMS- Focus code G/J
  - SAGE- Priority code E/I



- 8 schools total will have a local support plan. 3 schools will have ESEA support. 3 schools will be required to complete the steps for low performing designation.

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## SUMMARY OF OVERALL PLAN REQUIREMENTS FOR 2015-2016:

- Use a similar template as last year to document the action steps the district and schools will take for improvement.- [https://docs.google.com/spreadsheets/d/1GGko-NEpRoAFUo3iecPoe4KL7Ls28CU1bJK5m\\_lHedY/edit#gid=0](https://docs.google.com/spreadsheets/d/1GGko-NEpRoAFUo3iecPoe4KL7Ls28CU1bJK5m_lHedY/edit#gid=0)
- All Support Plan files will be stored in the following [Support Plan folders](#) in Google. All meeting notes and BT support notes will be documented in this location.
- Conduct an initial meeting to review the plans and begin work- October 20th 12:00-2:00
- Assign each school a point person (Aiken: Horton and CMS, Little: VCE, SCE, Fowler/Reap-Klosty: NCE, PHE Hartness: PES Batten: SAGE)
- Schools would have instructional visits on a more regular basis
  - Designated as Low-Performing- minimum of 3 visits
  - Focus & Priority Schools-minimum of 2 visits
  - Did not Meet Growth Schools- 2 visits
- Presentation of the SIP & Support Plan to Dr. Jordan and SLT- *more details to come soon*
- Meetings after each major benchmarking window with support plan point person assigned. Min of 3 data reviews.
- HR strategies to support Beginning Teachers, EVAAS training, evaluation calibration training (detailed below)
- [Instructional Priorities](#) will be set for the district and for each school- completed
- [District instructional walkthrough tool](#) to be utilized during school visits
- Each school should have an instructional walkthrough tool-principals should be conducting walkthroughs weekly
- [RIGOR](#) wheels for all certified staff at every school from [Mentoring Minds](#)- completed
- Rigor PD with Barbara Blackburn on December 11, February 12 \$6,000 plus expenses
- Scheduling PD for principals and school teams with Richard Dewey on October 19- completed
- [PLC teams to DuFour training](#) if school has not sent a team before. (ASIS funding would pay for this) \$7,000 per school
- Poverty Training with Eric Jensen for principals and a team from each school
- Dual Language training with Karen Beeman at DL schools to assist with biliteracy teaching strategies
- Each school will create additional support plan items in conjunction with the support plan point person and the school leadership team using the [following template](#)

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## HUMAN RESOURCES COMPONENT:

### Strategy #1

**Description:** Evaluation Calibration Training & Instructional Feedback Coaching w/ Cheryl Fuller (participants observe real-time lessons in designated schools and collaborate with Ms. Fuller and one another about rubric ratings and related instructional feedback).

**Timeframe:** 1-2 days (either whole days or a combination of half-days) dates TBD

**Projected Cost:** \$4,000 (\$2,000 per day)

## **Strategy #2**

**Description:** EVAAS training with focus on using the data to improve instructional outcomes. We will explore the options for including assistant principals as well (ex. schedule morning training for APs and afternoon training for principals). After the initial training, at least one follow-up session will be scheduled for principals to share progress updates/ideas related to data implementation.

**Timeframe:** .5 days for training and 1-2 hours for follow-up session, dates TBD (January)

**Projected Cost:** \$0

## **Strategy #3: Focused Support for Beginning Teachers**

**Description:** A “BT Champion” will be assigned to each school to provide focused support for beginning teachers. Specific responsibilities for BT Champions will include but may not be limited to:

- Regular classroom observations/walkthroughs by BT Champion, followed by feedback/coaching sessions with the BTs (minimum of 1 per week for each BT)
- BT Champion/BT collaborative review of videotaped BT lesson to evaluate instructional considerations and identify follow-up actions (minimum of 2 sessions for each BT)
- BT Champion/BT collaborative observation of at least 2 master teachers, followed by sessions to process instructional considerations and identify follow-up actions. Master teachers observed will be based on principal recommendations, and observations will be based on individual BT needs (ex. a BT struggling with guided math instruction will observe a teacher who is successful in that area).
- Regular BT progress feedback from BT Champion to principal. Feedback notes for each BT will be provided bi-weekly, and a face-to-face meeting will the principal will occur bi-weekly.
- Lesson plan reviews for BTs by BT Champion with corresponding feedback for BT bi-weekly.
- Lesson modeling and demonstrations by BT Champion in BT classrooms where appropriate.

School	Status/Designation	BT-1	BT-2	BT-3	Total
VCE	Low Performing	3	3	3	9
SCE	Low Performing	4	4	1	9
CMS	Low Performing & Focus School	1	1	2	4
PES	Did not Meet Growth	1	1	1	3
PHE	Did not Meet Growth	0	4	1	5
HMS	Did not Meet Growth	2	3	2	7
SAGE	Priority School for Title I	2	2	1	5
NCE	Focus School for Title I	0	3	2	5
<b>Totals</b>		13	21	13	47

**Timeframe:** December 1<sup>st</sup>-April 29<sup>th</sup> (18 weeks); may need conclude 1 week earlier in April (week of April 18<sup>th</sup>) and add a group planning week in November.

**Projected Cost:** TBD

## **Strategy #4**

**Description:** Mentor support for select principals. Possible mentor/mentee

**Timeframe:** January 4<sup>th</sup> – April 15 (14 weeks) @ 4 hrs per week/principal

**Projected Cost:** TBD based on selected mentor experience and fees required



# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SCHOOL INSTRUCTIONAL VISITS

#### THE PURPOSE OF THE ASIS INSTRUCTIONAL VISIT IS TO:

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- help make informed decisions about curriculum needs across the district.
- understand what supports teachers might need as we plan professional development.
- look for application of skills being covered in training sessions (fidelity to programs).
- better understand the unique challenges teachers have in schools across our district.
- assist principals in carrying out the walkthrough expectations as outlined in the [principal priorities](#).
- look for implementation trends of the [instructional priorities](#) across schools.

#### STRUCTURE OF THE VISITS:

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- In order to conduct more visits this year, the ASIS team will break into small groups of 4-8.
- The focus of the visits will be on the [ASIS walkthrough](#) items, which highlight the [instructional classroom priorities](#) as well as specific curriculum frameworks in the district.
- Each visit will have a “team leader” that will lead the visit and facilitate the debriefing session.
- Principals should share with staff the “purpose” of the visits but may decide if they wish for the visits to be announced or unannounced.
- Principals should let the ASIS staff know prior to a visit if there is anything specific he/she would like the team to observe.
- Principals should plan to participate in the instructional walk debrief session. We estimate this process taking about 2-3 hours depending on the size of the school. Typically 1-2 hours for the walk, and then a full hour debrief session.
- The debrief session will consist of the following parts: Bright spots, Areas of consideration/Reflection, Support Needed, and SIP check in.
- A written set of notes will be shared using the following forms and [folder](#) for each school. The notes will be shared with the school after the debrief session has occurred. *Principals should not share the written notes with staff as some meaning could be taken out of context.* Notes are for administrative purposes only. Everyone can access the folder but only ASIS staff and the principal of the school can open the feedback notes for his/her school.
- Other ASIS visits may occur from time to time to support or provide feedback on specific district initiatives. For example: MTSS and PLC teams may be visited to provide input of implementation. K-8 math teachers may receive a visit to check for fidelity to the items learned in professional development. Intervention blocks may be visited to assist with support and implementation, etc.



## 2015-2016 SCHOOL INSTRUCTIONAL VISITS SCHEDULE (DRAFT)

SCHOOL Name/ Team Lead	VISIT 1 DATE & Team Members	VISIT 2 DATE & Team Members	VISIT 3 DATE & Team Members	OTHER VISITS SCHEDULED
Virginia Cross Elementary- Carrie Little/Daphne Terry	November 17 8:30 Maureen Darlene Tracy	February 26: 8:30 ***change!! Keith Maureen Lori Dr. H	April 5: 8:30 ***change!! Keith Maureen Katie Kelli	
Siler City Elementary- Carrie Little/Daphne Terry	November 9 Keith Maureen	February 3: 8:30 ***change!! Maureen Darlene Tracy Kelli	March 16 Maureen\ Milinda Erin Dr. Hartness Lori	
Chatham Middle- Charles Aiken/Sherri Homan	Monday, November 16, 2015 8:30 - 11:00 Maureen, Dr. Hartness, Kelli Milinda	TBD 8:30 - 11:00 Keith, Maureen, Dr. Hartness, Katie	Tuesday, March 22, 2016 8:30 - 11:00 Maureen, Darlene, Tracy Dr. Hartness, Katie, Carrie	
SAGE- Kelly Batten	Tuesday, DECEMBER 8 8:30 - 11:00 Tracy Fowler, Darlene Reap-Klosty, Dr. Hartness, Mary Donnell	Thursday, FEBRUARY 25 8:30 - 11:00 Kelli, Mary Donnell, Geraldine Kirk, Carrie		
North Chatham Elementary- Tracy Fowler/Darlene Reap Klosty	Wednesday, December 2nd 8:00 - 11:00 Dr. Hartness, Kelli, Lori, Sherri	Thursday, February 11th 1:00 - 3:30 Daphne/ Milinda Erin, Carrie, Pati		
Horton Middle- Charles Aiken/Sherri Homan	Tuesday, November 17, 2015 8:30 - 11:00 S. Homan, M. Martina, C. Morgan	Tuesday, Feb. 9th **NEW DATE 8:30 - 11:00 S. Homan		
Pittsboro Elementary- Amanda Hartness	Wednesday Dec 2nd 1:30-3:00 Dr. H completed a visit with just Mr. Poston.	Friday, Feb 5th 8:30-11 Keith, Dr. Hartness, Darlene, Kelli, Daphne		
Perry Harrison Elementary-Tracy Fowler/Darlene Reap Klosty	Thursday, December 3rd 8:30 - 11:00 Dr. Hartness, Kelli,	Thursday, February 18th 8:30 - 11:00 Daphne, Sharon, Dr. Hartness, Pati		



<b>Jordan Matthews High- Kelly Batten</b>	Thursday, DECEMBER 3 8:30 - 11:00 Keith, Sherri, Mary Donnell, Geraldine Kirk			
<b>Chatham Central High- Kelly Batten</b>	Tuesday, FEBRUARY 2 8:30 - 11:00 Keith, Dr. Hartness, Geraldine Kirk			
<b>Northwood High- Kelly Batten</b>	Thursday, FEBRUARY 4 8:30 - 11:00 Keith, Tracy, Darlene, Dr. Hartness			
<b>Pollard Middle- Charles Aiken/Sherri Homan</b>	by January Keith Maureen Darlene Patti (depending on date)			
<b>Moncure- Keith</b>	March 3, 2016, 8:30a - 10:30a Dr. Hartness, Sherri, Charles, Patti			
<b>J.S. Waters- Carrie/Daphne</b>	February 9th, 12:30-3:00 PM Darlene, Kelli, Katie			
<b>Silk Hope- Tracy/Darlene</b>	Thursday, January 7th 8:30 - 11:00 Sherri, Dr. Hartness, Katie, Daphne			
<b>Bennett- Keith</b>	March 1, 2016, 8:30a - 10:30a Sherri, Dr. Hartness, Lori, Katie,			
<b>Bonlee- Tracy/Darlene</b>	Wednesday, April 20th 8:30 - 11:00 8:30 - 11:00 Dr. Hartness, Sharon, Katie, Daphne			

# CHATHAM

## COUNTY SCHOOLS

### Beginning Teacher (BT) Coach Training Agenda

January 29, 2016

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**1. Desired Initiative Outcomes:**

- a. Improve the instructional effectiveness of BTs
- b. Increase BT retention rate
- c. Promote a positive and optimistic perspective of the teaching profession

**2. Term of service ([CCS 2015-2016 Calendar](#)):**

BT Coaches will provide support the following weeks (total of 14 weeks)-

- a. February 1, 8, 15, 22, 29
- b. March 7, 14, 21
- c. April 4, 11, 18, 25
- d. May 2, 9

**3. Technology Considerations\*:**

- a. [Email Account](#)
- b. Google Account
  - i. [Google Sheets \(Spreadsheet\) Basics](#)
  - ii. [Google Docs \(Word Processor\) Basics](#)
  - iii. [Google Drive \(Online File Storage\) Basics](#)
  - iv. [Creating a Google Mail Signature](#)
  - v. [Using Google Chrome \(Web Browser\) Basics](#)
- c. Printing Needs - *Printers at each school in a variety of locations are already added to your laptops.*
- d. Video equipment and assistance - *Check with the Media Coordinator at your school*
- e. [Getting Technical Help](#)

\* NOTE: This information, and more, can be found online in our [Savvy User's Guide to Technology](#).

**4. Service Agreement & Timesheet Procedure**

**5. Expectations (see [Beginning Teacher Coach Activity Log](#))**

- a. Schedule and participate in initial meeting with school principal(s).
- b. Schedule and conduct initial meeting with the BT to establish a relationship and identify areas the BT feels support is needed. Principals will provide BT with a copy of the [Beginning Teacher Inventory](#) for BTs to complete and make available to you prior the meeting.
- c. Conduct informal check-in with the BT a minimum of 1X per week.
- d. Conduct a minimum of (3) classroom observations (30-60 minutes) and post-conferences. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (all areas).



- e. Conduct a minimum of (3) instructional walkthroughs (15-20 minutes) and provide written and/or face-to-face feedback. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (select 1-2 focus areas).
- f. Make arrangements for a minimum of (1) lesson delivered by the BT to be videotaped. Collaboratively review the lessons with the BT to evaluate instructional considerations and identify specific follow-up actions to be implemented by the BT.
- g. Collaboratively observe with the BT at least (1) teacher who is effective in area(s) targeted for growth by the BT (see [Exemplar Teacher List](#)). Following the observations, process with the BT instructional considerations and specific follow-up actions to be implemented by the BT. (Clarify with the principal any specific scheduling protocols he/she wishes for you to follow related to the teachers' absences to conduct the observations.)
- h. Review BT lesson plans and provide face-to-face and/or written feedback bi-weekly.
- i. Conduct demonstration/modeling lessons for the BT as needed.
- j. Provide written and/or face-to-face non-evaluative feedback to the Principal in accordance with the schedule established by the Principal and BT Coach.
- k. Additional miscellaneous activities as needed/appropriate.

#### 6. CCS Curriculum and Instruction Considerations

- a. [CCS Instructional Priorities Document](#)
- b. [K-5 Literacy Framework](#)      [K-5 Literacy Delivery Guide](#)
- c. [6-8 Literacy Framework](#)
- d. [K-5 Math Framework](#)      [K-5 Math Delivery Guide](#)
- e. Rigor Levels- Depth of Knowledge and Bloom's Levels
  - i. Rigor Wheels
- f. [Teacher Portal Resources](#)
- g. Lesson Planning (each school has a process for this) [Planbook.com](#) [CCS Board Policy](#)
- h. [Walkthrough Tool Form](#)

#### 7. Questions?

- 8. **HR Intake Session-** Complete paperwork and obtain id badges as needed.

# CHATHAM COUNTY SCHOOLS

## 2014-2015

### Testing Results

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR/GLP	EVAAS GROWTH	ANNUAL MEASURABLE OBJECTIVES	READING COMPOSITE CCR/GLP	READING PERFORMANCE GRADE	MATH COMPOSITE CCR/GLP	MATH PERFORMANCE GRADE	SCIENCE COMPOSITE CCR/GLP
North Carolina	46.9 / 56.6		117/210 = 55.7	45.1 / 56.3		44.1 / 52.2		59.1 / 68.8
Chatham County	47.6 / 57.0		104/151 = 68.9	46.0 / 57.2		44.0 / 51.8		52.1 / 62.0

BENNETT	67 / C	52.4 / 63.1	Met	19/21 = 90.5	52.4 / 68.0	71 / B	48.3 / 54.4	61 / C	65.0 / 75.0
BONLEE	62 / C	45.8 / 56.0	Exceeded	23/31 = 74.2	41.0 / 56.1	62 / C	49.0 / 54.4	60 / C	50.6 / 60.5
CHATHAM MIDDLE	45 / D	25.7 / 35.3	Met	22/43 = 51.2	27.4 / 39.7	49 / D	20.0 / 26.5	38 / F	32.9 / 44.7
HORTON	56 / C	43.7 / 52.4	Not Met	25/40 = 62.5	45.4 / 55.6	59 / C	34.9 / 41.2	48 / D	50.8 / 62.3
JS WATERS	66 / C	49.2 / 60.8	Exceeded	20/25 = 80.0	45.3 / 59.1	64 / C	46.8 / 55.7	62 / C	68.3 / 79.4
MB POLLARD	74 / B	65.1 / 71.3	Met	40/48 = 83.3	63.2 / 70.5	73 / B	60.2 / 65.2	70 / B	67.6 / 73.6
MONCURE	66 / C	49.4 / 61.4	Exceeded	13/21 = 61.9	49.5 / 63.9	68 / C	42.3 / 53.1	59 / C	58.0 / 68.1
NORTH CHATHAM	58 / C	42.3 / 50.9	Exceeded	25/37 = 67.6	40.9 / 48.5	53 / D	42.3 / 51.1	60 / C	46.0 / 57.0
PERRY HARRISON	74 / B	66.2 / 75.1	Not Met	26/27 = 96.3	64.3 / 74.9	75 / B	67.2 / 75.2	73 / B	68.9 / 75.5
PITTSBORO ELEM	65 / C	54.1 / 64.6	Not Met	18/21 = 85.7	56.3 / 65.5	68 / C	51.9 / 63.6	63 / C	
SILER CITY ELEM	53 / D	36.5 / 46.2	Met	26/39 = 66.7	35.2 / 48.0	56 / C	37.0 / 44.0	49 / D	39.1 / 47.8
SILK HOPE	71 / B	57.8 / 68.3	Met	31/34 = 91.2	55.7 / 66.0	69 / C	57.1 / 67.7	71 / B	56.9 / 67.0
VIRGINIA CROSS	47 / D	26.3 / 39.2	Met	16/29 = 55.2	25.4 / 38.5	47 / D	27.3 / 39.6	47 / D	25.7 / 40.5

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR/GLP	EVAAS GROWTH	ANNUAL MEASURABLE OBJECTIVES	EOC COMPOSITE CCR/GLP	ACT COMPOSITE	WORKKEYS COMPOSITE
North Carolina				47.9 / 57.9	59.7	72.2
Chatham County				47.6 / 57.0	69.4	69.1
SAGE	<5.0 / 5.1	Met	3/5 = 60.0	<5.0 / 5.1	12.5	58.3
CHATHAM CENTRAL	55.7 / 63.7	Exceeded	35/40 = 87.5	55.7 / 63.7	59.8	60.0
JORDAN-MATTHEWS	38.7 / 46.0	Exceeded	54/64 = 84.4	38.7 / 46.0	56.4	65.7
NORTHWOOD	56.2 / 66.8	Exceeded	60/71 = 84.5	56.2 / 66.8	82.4	76.3

\* includes 8th EOCs for LEA

MATH COURSE RIGOR	4-YR COHORT GRAD RATE	5-YR COHORT GRAD RATE
North Carolina	>95.0	85.4
Chatham County	91.7	87.3
SAGE	39.6	90.4
CHATHAM CENTRAL	>95.0	93.7
JORDAN-MATTHEWS	>95.0	86.2
NORTHWOOD	>95.0	86.6

CCR = College/Career Ready (Achievement Level 4 or 5)  
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)

# CHATHAM COUNTY SCHOOLS

## 2014-2015

### Elementary / Middle Schools Percent of Students Proficient

School	3rd	4th	5th	6th	7th	8th	Comp
Bennett	54.2 / 66.7	62.1 / 79.3	38.1 / 57.1	53.1 / 62.5	50.0 / 63.6	52.6 / 78.9	52.4 / 68.0
Bonlee	32.4 / 51.4	50.0 / 63.9	31.6 / 55.3	37.0 / 52.2	51.3 / 56.4	44.2 / 58.1	41.0 / 56.1
Chatham Middle				27.5 / 40.1	29.0 / 37.6	25.0 / 42.1	27.4 / 39.7
Horton			31.6 / 42.1	63.0 / 69.1	42.6 / 52.5	47.1 / 60.6	45.4 / 55.6
JS Waters	13.8 / 37.9	60.0 / 77.1	50.0 / 76.9	40.0 / 46.7	54.8 / 58.1	51.4 / 62.2	45.3 / 59.1
MB Pollard				62.2 / 71.3	66.3 / 71.0	61.0 / 69.2	63.2 / 70.5
Moncure	38.2 / 50.0	42.1 / 63.2	50.9 / 57.9	38.1 / 52.4	53.1 / 68.8	74.2 / 90.3	49.5 / 63.9
North Chatham	38.6 / 45.8	40.7 / 51.6	43.0 / 48.0				40.9 / 48.5
Perry Harrison	64.9 / 79.8	66.4 / 75.5	61.7 / 70.1				64.3 / 74.9
Pittsboro	61.3 / 68.9	51.0 / 62.0					56.3 / 65.5
Siler City Elem.	32.8 / 47.1	42.2 / 48.3	29.3 / 48.9				
Silk Hope	51.1 / 62.2	55.3 / 66.0	40.9 / 59.1	69.0 / 78.6	64.1 / 69.2	55.4 / 63.1	55.7 / 66.0
Virginia Cross	29.2 / 46.9	24.4 / 38.9	21.6 / 27.0				25.4 / 38.5
COUNTY	43.5 / 56.7	47.8 / 59.4	39.7 / 51.8	48.2 / 58.4	48.3 / 55.8	48.2 / 60.8	46.0 / 57.2
STATE	46.5 / 59.0	47.1 / 58.8	42.2 / 53.0	46.6 / 57.2	46.5 / 56.1	41.6 / 53.4	45.1 / 56.3

School	5th	8th	Comp
Bennett	47.6 / 61.9	84.2 / 89.5	65.0 / 75.0
Bonlee	55.3 / 71.1	46.5 / 51.2	50.6 / 60.5
Chatham Middle		32.9 / 44.7	32.9 / 44.7
Horton	34.7 / 50.5	65.4 / 73.1	50.8 / 62.3
JS Waters	80.8 / 92.3	59.5 / 70.3	68.3 / 79.4
MB Pollard		67.6 / 73.6	67.6 / 73.6
Moncure	28.9 / 47.4	93.5 / 93.5	58.0 / 68.1
North Chatham	46.0 / 57.0		46.0 / 57.0
Perry Harrison	68.9 / 75.5		68.9 / 75.5
Pittsboro			
Siler City Elem.	39.1 / 47.8		39.1 / 47.8
Silk Hope	56.8 / 68.2	56.9 / 66.2	56.9 / 67.0
Virginia Cross	25.7 / 40.5		25.7 / 40.5
COUNTY	46.5 / 58.5	57.7 / 65.6	52.1 / 62.0
STATE	54.1 / 64.6	63.7 / 72.6	59.1 / 68.8

School	3rd	4th	5th	6th	7th	8th	Comp
Bennett	45.8 / 62.5	41.4 / 44.8	66.7 / 71.4	46.9 / 46.9	50.0 / 54.5	42.1 / 52.6	48.3 / 54.4
Bonlee	51.4 / 54.1	47.2 / 50.0	71.1 / 73.7	39.1 / 50.0	51.2 / 53.8	37.2 / 46.5	49.0 / 54.4
Chatham Middle				16.5 / 25.3	19.5 / 22.9	25.0 / 32.9	20.0 / 26.5
Horton			27.4 / 33.7	43.2 / 48.1	34.7 / 38.6	35.6 / 45.2	34.9 / 41.2
JS Waters	24.1 / 44.8	57.1 / 65.7	73.1 / 73.1	46.7 / 53.3	48.4 / 51.6	35.1 / 48.6	46.8 / 55.7
MB Pollard				60.1 / 64.9	64.2 / 68.4	56.0 / 62.1	60.2 / 65.2
Moncure	17.6 / 35.3	47.4 / 52.6	26.3 / 36.8	33.3 / 47.6	50.0 / 65.6	80.6 / 83.9	42.3 / 53.1
North Chatham	32.5 / 45.8	47.3 / 56.0	46.0 / 51.0				42.3 / 51.1
Perry Harrison	71.3 / 86.2	67.3 / 70.9	63.6 / 70.1				67.2 / 75.2
Pittsboro	60.4 / 71.7	43.0 / 55.0					51.9 / 63.6
Siler City Elem.	34.5 / 44.5	38.8 / 44.8	38.0 / 42.4				37.0 / 44.0
Silk Hope	60.0 / 73.3	44.7 / 55.3	56.8 / 68.2	73.8 / 85.7	59.0 / 74.4	52.3 / 56.9	57.1 / 67.7
Virginia Cross	32.3 / 47.9	23.3 / 35.6	25.7 / 33.8				27.3 / 39.6
COUNTY	45.0 / 58.0	45.4 / 53.2	45.5 / 51.7	42.4 / 49.5	42.7 / 47.7	43.1 / 50.7	44.0 / 51.8
STATE	48.8 / 61.7	48.5 / 56.1	51.3 / 57.5	41.0 / 48.5	40.0 / 46.9	35.8 / 43.2	44.1 / 52.2

School	EOG Comp	Math I
Bennett	52.1 / 62.9	
Bonlee	45.8 / 56.0	
Chatham Middle	24.8 / 34.5	93.3 / >95.0
Horton	42.4 / 51.3	>95.0 / >95.0
JS Waters	49.0 / 60.3	53.8 / 76.9
MB Pollard	62.5 / 68.7	90.2 / >95.0
Moncure	47.7 / 60.0	94.1 / >95.0
North Chatham	42.3 / 50.9	
Perry Harrison	66.2 / 75.1	
Pittsboro	54.1 / 64.6	
Siler City Elem.	36.5 / 46.2	
Silk Hope	56.5 / 66.9	86.7 / >95.0
Virginia Cross	26.3 / 39.2	
COUNTY*	46.0 / 55.5	54.7 / 64.3
STATE*	46.7 / 56.3	48.5 / 59.8

\*contains high school results for Math I

CCR = College/Career Ready (Achievement Level 4 or 5)  
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)



[illegible]

	Spring EP 2014	% change 2013 to 2014	% diff/ minus state target of 2014	2014 Spring EP 2014 (14.6%)	% change 2013 to 2014	% diff/ minus state target of 2015	2015 Spring EP 2015 (13.3%)	Spring LEP 2012	2012 EXT EP 2011	2011 Spring EXT EP 2010	2010 Spring EXT EP 2009
Spring EP 2014	2013 to 2014	% change 2013 to 2014	% diff/ minus state target of 2014	2014 Spring EP 2014 (14.6%)	% change 2013 to 2014	% diff/ minus state target of 2015	2015 Spring EP 2015 (13.3%)	Spring LEP 2012	2012 EXT EP 2011	2011 Spring EXT EP 2010	2010 Spring EXT EP 2009
Enrollment	1,513	16.7%	6.63%	1,513	10.0%	-4.00%	1,513	1,513	1,513	1,513	1,513
Boards	3	32.21%	16.53%	3	6.3%	-8.5%	3	3	3	3	3
CCS	2	11.18%	3.98%	2	137	43.14%	2	2	2	2	2
CHS	14	12.41%	-1.12%	14	137	43.14%	14	14	14	14	14
Highway	3	18.89%	42.85%	3	7	10.0%	3	3	3	3	3
JHS	26	101.25%	-7.24%	26	94	33.0%	26	26	26	26	26
Palmer	0	43.1	0.0%	0	3	8.1%	0	0	0	0	0
Monroe	2	25.8	0.0%	2	27	11.1%	2	2	2	2	2
NHS	20	14.4	13.0%	20	147	12.9%	20	20	20	20	20
PHS	14	51.27%	9.0%	14	137	43.14%	14	14	14	14	14
SHS	6	32.26%	14.8%	6	17	19.9%	6	6	6	6	6
Slope	1	5.20%	-5.00%	1	4	25.0%	1	1	1	1	1
SOE	66	23.4	0.0%	66	288	20.1%	66	66	66	66	66
SHS	2	27.78%	-11.39%	2	34	23.5%	2	2	2	2	2
ICE	49	250	19.6%	49	35	11.8%	49	49	49	49	49
District	225	1157	18.4%	225	1182	17.2%	225	225	225	225	225

A B C D E F G H I J K L M N O

MET	
NOT MET	
MET WITH ALTERNATE	
MET WITH CONFIDENCE INTERVAL	

# CHATHAM COUNTY SCHOOLS

## AMO Target Results 2013 - 2015

Subgroup ≥ 30 students

All subgroups met participation rates with ≥ 95.0% tested.

### AMO READING SUBGROUPS

		Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal			55.1	40.4	69.3	43.0	56.5	65.2	42.9	27.6	30.3	92.5
2014	State Goal			49.5	33.0	65.4	35.9	51.1	60.9	35.8	18.5	21.6	91.6
2013	State Goal			43.9	25.6	61.5	28.8	45.7	56.6	28.7	9.4	12.9	90.7

2015	CHATHAM MIDDLE	8	0	27.4	15.9		24.1		53.7	24.8	< 5.0	< 5.0	60.0
	Difference from Goal			-27.7	-24.5		-18.9		-11.5	-18.1	-22.6	-25.3	-32.5
2014	CHATHAM MIDDLE	8	1	26.5	20.3		23.1		51.8	23.7	<5.0	<5.0	61.4
	Difference from Goal			-23.0	-12.7		-12.8		-9.1	-12.1	-13.5	-16.6	-30.2
2013	CHATHAM MIDDLE	8	5	28.0	22.6		25.5		43.5	25.1	5.9	7.7	58.6
	Difference from Goal			-15.9	-3.0		-3.3		-13.1	-3.6	-3.5	-5.2	-32.1



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
<b>MET</b>															
<b>NOT MET</b>															
<b>MET WITH ALTERNATE</b>															
<b>MET WITH CONFIDENCE INTERVAL</b>															

Subgroup ≥ 30 students

## AMO MATH SUBGROUPS

All subgroups met participation rates with ≥ 95.0% tested.

## AMO Target Results 2013 - 2015

		Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal			53.9	37.8	77.0	46.1	53.6	63.0	42.1	34.0	30.0	93.3
2014	State Goal			48.1	30.0	74.1	39.4	47.8	58.4	34.9	25.7	21.2	92.5
2013	State Goal			42.3	22.2	71.2	32.7	42.0	53.8	27.7	17.4	12.4	91.7
2015	CHATHAM MIDDLE	8	0	20.5	6.3		20.1		31.5	17.7	< 5.0	< 5.0	60.0
	Difference from Goal			-33.4	-31.5		-26.0		-31.5	-24.4	-29.0	-25.0	-33.3
2014	CHATHAM MIDDLE	8	0	20.7	5.8		20.8		33.9	19.2	<5.0	<5.0	60.0
	Difference from Goal			-27.4	-24.2		-18.6		-24.5	-15.7	-20.7	-16.2	-32.5
2013	CHATHAM MIDDLE	8	1	20.0	11.3		18.5		34.8	17.1	8.8	<5.0	51.6
	Difference from Goal			-22.3	-10.9		-14.2		-19.0	-10.6	-8.6	-7.4	-40.1

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
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MET	
NOT MET	
MET WITH ALTERNATE	
MET WITH CONFIDENCE INTERVAL	

Subgroup ≥ 30 students

### AMO SCIENCE SUBGROUPS

		Number of Goals	Number Met	All	Af Amer	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal			61.8	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
2014	State Goal			57.0	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7

2015	CHATHAM MIDDLE	5	0	34.0		34.0			32.3	12.1		67.4
	Difference from Goal			-27.8		-17.7			-17.7	-21.1		-27.0
2014	CHATHAM MIDDLE	6	0	35.4		36.4			32.1	9.3	10.0	75.5
	Difference from Goal			-21.6		-9.2			-11.7	-15.5	-18.5	-18.2
2013	CHATHAM MIDDLE	5	5	50.0		48.3			47.1	32.6		85.3
	Difference from Goal			-2.2		8.8			9.5	16.2		-7.7



## Internal Ready Review for 2014 - 2015

For Internal Use Only - Not For Public Display

190312 Chatham Middle (06-08)

RDYSTAT - Ready Overview

Indicator	Denom	Percent
Perf Comp CCR	1255	25.7
Perf Comp GLP	1255	35.3
The ACT		
ACT WorkKeys		
Math Course Rigor		
CGR 4yr		
CGR 5yr		
Graduation Project	N/A	
Growth Status	Met	
Growth Index	1.88	

AMOSTAT - Target Overview

Subject	#Met	#Targ	Pct
Reading Grades 3-8	8	16	50.0
Math Grades 3-8	8	16	50.0
Science Grades 5&8	5	10	50.0
Reading Grade 10			
Math Grade 10			
Science Grade 11			
Current Year EOC			
Attendance	1	1	100.0
Cohort Grad Rate			
The ACT			
ACT WorkKeys			
Math Course Rigor			
Total Targets	22	43	51.2

SPGSTAT - School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	35	84.7	45	D
Reading	40	86.3	49	D
Math	27	83.1	38	F
Science	45			
English II				
Math I	>95			
Biology				
The ACT				
ACT WorkKeys				
Math Course Rigor				
CGR 4yr				

ASMSTAT - Alternative School Model

Option	Rating

RDYLEV - Performance Composite by Level

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	37.3	27.4	9.6	21.5	<5	25.7	35.3
EOG	37.7	27.7	9.7	21.0	<5	24.8	34.5
EOG Grade 6	37.9	29.4	10.7	18.1	<5	22.0	32.7
EOG Grade 7	41.7	28.1	6.0	20.0	<5	24.3	30.2
EOG Grade 8	34.0	26.1	12.3	24.1	<5	27.6	39.9
Reading	29.8	30.5	12.3	23.3	<5	27.4	39.7
Reading Grade 6	28.0	31.9	12.6	23.6	<5	27.5	40.1
Reading Grade 7	31.0	31.4	8.6	23.8	5.2	29.0	37.6
Reading Grade 8	30.3	27.6	17.1	22.4	<5	25.0	42.1
Math	45.8	27.8	6.4	16.4	<5	20.0	26.5
Math Grade 6	47.8	26.9	8.8	12.6	<5	16.5	25.3
Math Grade 7	52.4	24.8	<5	16.2	<5	19.5	22.9
Math Grade 8	34.2	32.9	7.9	21.1	<5	25.0	32.9
Science	37.5	17.8	11.8	28.9	<5	32.9	44.7
Science Grade 8	37.5	17.8	11.8	28.9	<5	32.9	44.7
EOC	<5	<5	6.7	66.7	26.7	93.3	>95
Math I	<5	<5	6.7	66.7	26.7	93.3	>95

## RDYSUM - Ready Drilldown

Performance Composite CCR													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	26.7 1255	23.4 598	27.7 657	* <5	70.6 17	13.3 158	24.6 888	30.2 53	40.1 137	23.2 1114	6.4 278	<5 194	62.8 320
EOG	24.8 1240	22.6 592	26.9 648	* <5	70.6 17	13.3 158	23.4 873	30.2 53	40.1 137	22.6 1103	6.1 277	<5 193	61.7 308
EOG Grade 6	22.0 384	22.9 170	21.1 194	* <5	* <5	16.9 44	18.9 264	25.0 12	47.6 42	18.7 326	6.1 78	<5 58	58.8 88
EOG Grade 7	24.3 420	20.4 208	28.0 214	* <5	>95 6	5.6 54	22.7 282	35.0 20	39.3 58	22.0 378	<5 94	<5 60	71.6 88
EOG Grade 8	27.6 456	24.5 216	30.4 240	* <5	66.7 9	18.3 60	27.6 327	28.6 21	33.3 39	26.1 399	7.6 105	5.3 75	58.3 132
Reading	27.4 544	26.9 260	27.8 284	* <5	71.4 7	16.9 69	24.1 382	39.1 23	51.6 62	24.9 485	5.0 121	<5 84	60.6 132
Reading Grade 6	27.5 182	28.2 85	26.8 97	* <5	* <5	22.7 22	33.3 132	61.9 6	24.5 21	7.7 163	<5 39	<5 29	61.4 44
Reading Grade 7	29.0 210	28.2 103	29.9 107	* <5	* <5	11.1 27	26.2 141	50.0 10	46.4 28	27.0 189	<5 47	<5 30	75.0 44
Reading Grade 8	25.0 152	23.6 72	26.3 80	* <5	* <5	15.0 20	22.9 109	28.6 7	46.2 13	22.6 133	5.7 35	8.0 25	45.6 44
Math	20.0 544	16.6 280	23.2 284	* <5	71.4 7	7.2 69	19.9 382	21.7 23	29.0 62	17.5 485	<5 121	<5 84	60.6 132
Math Grade 6	16.6 182	17.6 85	15.5 97	* <5	* <5	9.1 22	15.2 132	16.7 6	33.3 21	12.9 163	<5 39	<5 29	52.3 44
Math Grade 7	19.5 210	12.6 103	26.2 107	* <5	* <5	<5 27	19.1 141	20.0 10	32.1 28	16.9 189	<5 47	<5 30	68.2 44
Math Grade 8	25.0 152	20.8 72	28.8 80	* <5	* <5	15.0 20	26.6 109	28.6 7	15.4 13	24.1 133	6.7 35	<5 25	61.4 44
Science	32.9 152	29.2 72	36.3 80	* <5	* <5	25.0 20	33.0 109	28.6 7	38.5 13	31.6 133	11.4 35	8.0 25	68.2 44
Science Grade 8	32.9 152	29.2 72	36.3 80	* <5	* <5	25.0 20	33.0 109	28.6 7	38.5 13	31.6 133	11.4 35	8.0 25	68.2 44
EOC	93.3 15	>95 6	88.9 9	* <5	* <5	* <5	93.3 15	* <5	* <5	90.9 11	* <5	* <5	91.7 12
Math I	93.3 15	>95 6	88.9 9	* <5	* <5	* <5	93.3 15	* <5	* <5	90.9 11	* <5	* <5	91.7 12
Performance Composite GLP													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	35.3 1255	33.9 598	36.6 657	* <5	70.6 17	21.5 158	34.6 888	37.7 53	51.1 137	32.5 1114	10.8 278	<5 194	76.6 320
EOG	34.6 1240	33.3 592	35.6 648	* <5	70.6 17	21.5 158	33.4 873	37.7 53	51.1 137	31.8 1103	10.6 277	<5 193	75.6 308
EOG Grade 6	32.7 384	35.3 170	30.4 194	* <5	* <5	25.0 44	29.2 284	50.0 12	59.5 42	29.8 326	7.7 78	<5 58	75.0 88
EOG Grade 7	30.2 420	27.2 208	33.2 214	* <5	>95 6	7.4 54	29.8 282	40.0 20	44.6 58	27.2 378	<5 94	<5 60	80.7 88
EOG Grade 8	39.9 456	37.5 216	42.1 240	* <5	66.7 9	31.7 60	40.1 327	28.6 21	51.3 39	37.8 399	18.1 105	6.7 75	72.7 132
Reading	39.7 544	41.9 260	37.7 284	* <5	71.4 7	27.5 69	38.0 382	43.5 23	59.7 62	37.3 485	9.9 121	<5 84	78.8 132
Reading Grade 6	40.1 182	47.1 85	34.0 97	* <5	* <5	40.9 22	34.8 132	50.0 6	71.4 21	38.0 163	10.3 39	<5 29	75.0 44
Reading Grade 7	37.6 210	38.8 103	36.4 107	* <5	* <5	14.8 27	36.9 141	50.0 10	53.6 28	34.4 189	<5 47	<5 30	88.6 44
Reading Grade 8	42.1 152	40.3 72	43.8 80	* <5	* <5	30.0 20	43.1 109	28.6 7	53.8 13	40.6 133	17.1 35	12.0 25	72.7 44
Math	28.5 544	21.9 280	30.6 284	* <5	71.4 7	11.8 69	25.7 382	34.8 23	40.3 62	23.7 485	6.6 121	<5 84	74.2 132
Math Grade 6	25.3 182	23.5 85	26.8 97	* <5	* <5	9.1 22	23.6 132	50.0 6	47.6 21	21.6 163	5.1 39	<5 29	75.0 44
Math Grade 7	22.9 210	15.5 103	29.9 107	* <5	* <5	<5 27	22.7 141	30.0 10	35.7 28	20.1 189	<5 47	<5 30	72.7 44
Math Grade 8	32.9 152	29.2 72	36.3 80	* <5	* <5	30.0 20	32.1 109	28.6 7	38.5 13	31.6 133	11.4 35	<5 25	75.0 44
Science													

	44.7 152	43.1 72	46.3 80	*	*	35.0 20	45.0 109	28.6 7	61.5 13	41.4 133	25.7 35	8.0 25	70.5 44
Science Grade 8	44.7 152	43.1 72	46.3 80	*	*	35.0 20	45.0 109	28.6 7	61.5 13	41.4 133	25.7 35	8.0 25	70.5 44
EOC	>95 15	>95 8	>95 9	*	*	*	>95 15	*	*	>95 11	*	*	>95 12
Math I	>95 15	>95 8	>95 9	*	*	*	>95 15	*	*	>95 11	*	*	>95 12
The ACT													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
ACT WorkKeys													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Math Course Rigor													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Cohort Graduation Rate													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG

## AMOTARG - Target Detail

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	549	<5	7	69	387	23	62	489	126	84	132
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Met
Prof Den	518	<5	6	63	374	20	54	464	116	82	130
Prof Pct	27.4	*	*	15.9	24.1	*	53.7	24.8	<5	<5	60.0
Goal Pct	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Not Met
Math Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	549	<5	7	69	387	23	62	489	126	84	132
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Met
Prof Den	518	<5	6	63	374	20	54	464	116	82	130
Prof Pct	20.5	*	*	6.3	20.1	*	31.5	17.7	<5	<5	60.0
Goal Pct	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Not Met	Not Met	Not Met	Not Met	Not Met
Science Grades 5&8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	155	<5	<5	20	112	7	13	136	38	25	44
Part Pct	>95	*	*	*	>95	*	*	>95	>95	*	>95
Part Status	Met	Insuf	Insuf	Insuf	Met	Insuf	Insuf	Met	Met	Insuf	Met
Prof Den	144	<5	<5	18	106	6	12	127	33	25	43
Prof Pct	34.0	*	*	*	34.0	*	*	32.3	12.1	*	67.4
Goal Pct	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Prof Status	Not Met	Insuf	Insuf	Insuf	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Not Met
Current Year EOC											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	15	<5	<5	<5	15	<5	<5	11	<5	<5	12
Part Pct	*	*	*	*	*	*	*	*	*	*	*
Part Status	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										
Target Status Options:											
/A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR)											
/C = Met Using Confidence Interval Upper Bound											
/I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)											

**Participation Targets Not Met**

Subject	Subgroup	Part Pct	Status	Year
None				

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Page created: Mon Aug 10 11:41:53 EDT 2015



	% Agree			
North Carolina Public Schools (88.63% responded)	North Carolina Public Schools	Chatham County Schools	NC Middle Schools	Chatham Middle
Chatham County Schools (98.86% responded)				
NC Middle Schools (87.35% responded)				
Chatham Middle (100.00% responded)				

## Time

### **Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.**

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60.2%	56.6%	55.0%	53.3%
b. Teachers have time available to collaborate with colleagues.	73.1%	66.1%	75.9%	83.3%
c. Teachers are allowed to focus on educating students with minimal interruptions.	67.2%	69.1%	66.2%	63.3%
d. The non-instructional time provided for teachers in my school is sufficient.	62.8%	63.7%	65.4%	70.0%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	57.2%	52.1%	60.3%	53.3%
f. Teachers have sufficient instructional time to meet the needs of all students.	66.0%	58.9%	66.3%	56.7%
g. Teachers are protected from duties that interfere with their essential role of educating students.	71.2%	72.4%	68.7%	90.0%

# Facilities and Resources

## **Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.**

a. Teachers have sufficient access to appropriate instructional materials.	73.6%	81.4%	71.0%	90.0%
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	78.7%	80.8%	76.5%	46.7%
c. Teachers have access to reliable communication technology, including phones, faxes and email.	90.6%	94.4%	90.0%	96.7%
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81.1%	83.9%	81.2%	73.3%
e. Teachers have sufficient access to a broad range of professional support personnel.	83.3%	78.5%	82.9%	90.0%
f. The school environment is clean and well maintained.	86.0%	92.3%	85.7%	80.0%
g. Teachers have adequate space to work productively.	88.9%	88.0%	88.9%	96.6%
h. The physical environment of classrooms in this school supports teaching and learning.	88.9%	90.1%	87.3%	96.7%
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	76.1%	87.6%	74.2%	90.0%

# Community Support and Involvement

## **Q4.1 Please rate how strongly you agree or disagree with the following**

**statements about community support and involvement in your school.**

a. Parents/guardians are influential decision makers in this school.	72.6%	74.4%	72.3%	46.4%
b. This school maintains clear, two-way communication with the community.	89.9%	90.1%	89.3%	82.8%
c. This school does a good job of encouraging parent/guardian involvement.	90.0%	89.2%	88.1%	85.7%
d. Teachers provide parents/guardians with useful information about student learning.	96.0%	93.7%	95.3%	86.2%
e. Parents/guardians know what is going on in this school.	86.5%	87.4%	85.0%	82.8%
f. Parents/guardians support teachers, contributing to their success with students.	72.5%	78.0%	70.2%	55.2%
g. Community members support teachers, contributing to their success with students.	82.5%	83.9%	78.8%	67.9%
h. The community we serve is supportive of this school.	84.9%	88.0%	81.4%	67.9%

## Managing Student Conduct

**Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.**

a. Students at this school understand expectations for their conduct.	85.1%	89.0%	82.2%	79.3%
b. Students at this school follow rules of conduct.	71.9%	81.7%	65.3%	53.3%
c. Policies and procedures about student conduct are clearly understood by the faculty.	84.2%	84.3%	81.6%	83.3%

d. School administrators consistently enforce rules for student conduct.	72.2%	72.3%	67.9%	60.0%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	81.9%	84.2%	78.9%	90.0%
f. Teachers consistently enforce rules for student conduct.	80.5%	80.8%	78.3%	57.1%
g. The faculty work in a school environment that is safe.	93.2%	97.5%	91.7%	96.7%

## Teacher Leadership

### **Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.**

a. Teachers are recognized as educational experts.	82.0%	82.3%	81.8%	96.7%
b. Teachers are trusted to make sound professional decisions about instruction.	82.9%	81.5%	83.9%	96.6%
c. Teachers are relied upon to make decisions about educational issues.	81.0%	80.2%	82.0%	96.7%
d. Teachers are encouraged to participate in school leadership roles.	92.3%	90.5%	91.8%	100.0%
e. The faculty has an effective process for making group decisions to solve problems.	77.4%	72.6%	75.6%	90.0%
f. In this school we take steps to solve problems.	82.9%	83.3%	81.4%	96.7%
g. Teachers are effective leaders in this school.	87.5%	88.0%	86.1%	100.0%

<b>Q6.5 Teachers have an appropriate level of influence on decision making in this school.</b>	69.8%	68.7%	69.4%	80.0%
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<b>Q6.6</b>	<b>Members of the school improvement team are elected.</b>	76.1%	63.0%	76.4%	69.2%
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## School Leadership

### **Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.**

a. The faculty and staff have a shared vision.	84.2%	84.5%	82.2%	93.1%
b. There is an atmosphere of trust and mutual respect in this school.	73.1%	76.2%	71.0%	86.7%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.1%	73.4%	71.1%	96.7%
d. The school leadership consistently supports teachers.	79.6%	81.2%	77.8%	96.7%
e. Teachers are held to high professional standards for delivering instruction.	93.8%	93.5%	93.8%	90.0%
f. The school leadership facilitates using data to improve student learning.	94.0%	92.5%	93.8%	90.0%
g. Teacher performance is assessed objectively.	86.4%	86.3%	86.0%	100.0%
h. Teachers receive feedback that can help them improve teaching.	85.4%	82.5%	85.2%	93.1%
i. The procedures for teacher evaluation are consistent.	84.0%	83.1%	83.4%	96.6%
j. The school improvement team provides effective leadership at this school.	84.2%	82.9%	82.3%	93.1%
k. The faculty are recognized for accomplishments.	85.0%	83.9%	84.4%	76.7%

**Q7.3 The school leadership makes a sustained effort to address teacher concerns about:**

a. Leadership issues	81.4%	81.5%	80.4%	89.7%
b. Facilities and resources	87.0%	88.2%	86.3%	93.3%
c. The use of time in my school	79.6%	80.2%	78.9%	93.3%
d. Professional development	83.4%	77.3%	82.5%	93.3%
e. Teacher leadership	86.4%	84.8%	85.7%	93.3%
f. Community support and involvement	88.5%	87.8%	86.8%	89.7%
g. Managing student conduct	80.0%	80.7%	77.4%	90.0%
h. Instructional practices and support	88.1%	85.6%	88.1%	100.0%
i. New teacher support	83.8%	82.1%	82.4%	85.2%

## Professional Development

**Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.**

a. Sufficient resources are available for professional development in my school.	78.3%	75.2%	76.8%	93.1%
b. An appropriate amount of time is provided for professional development.	77.2%	70.2%	76.2%	83.3%
c. Professional development offerings are data driven.	83.1%	78.1%	82.5%	93.3%
d. Professional learning opportunities are aligned with the school's improvement plan.	90.4%	86.9%	89.9%	96.6%
e. Professional development is differentiated to meet the individual needs of teachers.	66.1%	58.5%	65.8%	80.0%

f. Professional development deepens teachers' content knowledge.	75.6%	67.5%	72.8%	82.8%
g. Teachers have sufficient training to fully utilize instructional technology.	73.3%	63.7%	72.7%	64.3%
h. Teachers are encouraged to reflect on their own practice.	93.1%	91.4%	92.9%	96.7%
i. In this school, follow up is provided from professional development.	73.5%	63.2%	72.2%	74.1%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79.1%	73.2%	78.9%	93.1%
k. Professional development is evaluated and results are communicated to teachers.	64.5%	54.2%	63.0%	66.7%
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.3%	76.4%	82.5%	100.0%
m. Professional development enhances teachers' abilities to improve student learning.	86.2%	81.1%	85.5%	100.0%

## Instructional Practices and Support

### **Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.**

a. State assessment data are available in time to impact instructional practices.	51.9%	40.0%	49.2%	42.9%
b. Local assessment data are available in time to impact instructional practices.	79.4%	75.0%	79.9%	89.3%

c. Teachers use assessment data to inform their instruction.	93.0%	90.7%	92.4%	96.4%
d. The curriculum taught in this school is aligned with Common Core Standards.	97.7%	97.1%	97.9%	100.0%
e. Teachers work in professional learning communities to develop and align instructional practices.	91.2%	90.1%	92.0%	86.2%
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.6%	84.8%	86.4%	88.9%
g. Teachers are encouraged to try new things to improve instruction.	92.9%	92.7%	93.8%	96.6%
h. Teachers are assigned classes that maximize their likelihood of success with students.	69.2%	65.4%	67.0%	70.4%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	79.9%	80.4%	82.8%	96.6%
j. State assessments provide schools with data that can help improve teaching.	64.5%	52.0%	64.3%	37.0%
k. State assessments accurately gauge students' understanding of standards.	44.5%	31.9%	45.1%	27.6%

## Overall

<b>Q10.6 Overall, my school is a good place to work and learn.</b>	85.1%	87.3%	83.7%	93.1%
<b>Q10.7 At this school, we utilize the results from the 2012 North Carolina Teacher Working</b>	81.2%	82.6%	80.1%	85.7%



# Conditions Survey as a tool for school improvement.

generated Fri Dec 26 16:28:01 EST 2014



North Carolina State Board of Education  
Department of Public Instruction



# Copy of CMS Walk Through

## 1. Choose the subject you are observing

*Mark only one oval.*

- ☐ Math *Skip to question 5*
- ☐ Language Arts *Skip to question 6*
- ☐ Science *Skip to question 7*
- ☐ Social Studies

## 2. Choose the grade level you are observing

*Mark only one oval.*

- ☐ 6th
- ☐ 7th
- ☐ 8th

## Math Teachers

### 3. Choose the teacher you are observing

*Mark only one oval.*

- ☐ Merrill *Skip to question 7*
- ☐ Wilkie *Skip to question 7*
- ☐ Anzola *Skip to question 7*
- ☐ Vix *Skip to question 7*
- ☐ Dark *Skip to question 7*
- ☐ Moody *Skip to question 7*
- ☐ Corro
- ☐ Panjwani
- ☐ Other: \_\_\_\_\_

## Language Arts Teachers

#### 4. Choose the teacher you are observing

*Mark only one oval.*

- ☐ Harris *Skip to question 7*
- ☐ Pyrtle *Skip to question 7*
- ☐ Beck *Skip to question 7*
- ☐ Marsh *Skip to question 7*
- ☐ Stackhouse *Skip to question 7*
- ☐ Gibson *Skip to question 7*
- ☐ M. Smith *Skip to question 7*
- ☐ Gaines *Skip to question 7*
- ☐ C. Smith
- ☐ Other: \_\_\_\_\_

### Science Teachers

#### 5. Choose the teacher you are observing

*Mark only one oval.*

- ☐ Anzola *Skip to question 7*
- ☐ Wilkie *Skip to question 7*
- ☐ Gabriel *Skip to question 7*
- ☐ Cox *Skip to question 7*
- ☐ Vix *Skip to question 7*
- ☐ Davis *Skip to question 7*
- ☐ Corro *Skip to question 7*
- ☐ Dark
- ☐ Panjwani
- ☐ Other: \_\_\_\_\_

### Social Studies Teachers

**6. Choose the teacher you are observing**

*Mark only one oval.*

- ☐ Pyrtle *Skip to question 7*
- ☐ Marsh *Skip to question 7*
- ☐ Beck *Skip to question 7*
- ☐ Thornton *Skip to question 7*
- ☐ M. Smith *Skip to question 7*
- ☐ Bishop *Skip to question 7*
- ☐ Templin *Skip to question 7*
- ☐ Harris
- ☐ Stackhouse

## Basic Observation Form

**7. Is the objective posted?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**8. What is the objective?**

*Write in this space.*

**9. Is there an essential question posted?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**10. What is the teacher doing?**

*Mark only one oval.*

- ☐ Lecturing
- ☐ Small Group
- ☐ Monitoring/Assisting Individual Students
- ☐ Sitting at desk
- ☐ Not in room
- ☐ Reading text aloud
- ☐ Using Technology
- ☐ Conferencing with a student
- ☐ Other: \_\_\_\_\_

**11. What are the students doing?**

*check all that apply*

- ☐ Listening to the teacher
- ☐ Reading independently
- ☐ Working in a small group
- ☐ Taking notes
- ☐ Completing a worksheet
- ☐ Off Task
- ☐ Using technology
- ☐ Working on Homework
- ☐ Working on data notebook
- ☐ annotating text
- ☐ Other:

**12. What type of text is being used instructionally?**

*check all that apply*

- ☐ Fiction
- ☐ Nonfiction
- ☐ None

**13. I noticed...**

compliment

**14. I wonder...**

suggestion for improvement

\_\_\_\_\_

## 15. Observable Non-Negotiables

- ☐ Objective and/or teaching point (essential question) posted in the classroom
- ☐ Students reading every day
- ☐ Students writing every day
- ☐ Students talking about content
- ☐ Technology being used appropriately
- ☐ Fluency practice
- ☐ Vocabulary or Word Study is evident
- ☐ Data Conferencing
- ☐ Students work in small group or pairs
- ☐ Accountability for independent reading (ex. reading log, student response journal, etc)
- ☐ Utilization of visuals to meet the needs of our learners (modeling, posters, graphic organizers, etc.)
- ☐ Worksheets only used in a purposeful way
- ☐ Calculators being used
- ☐ Nonfiction text used regularly
- ☐ SchoolNet used for Pre and Post Assessment

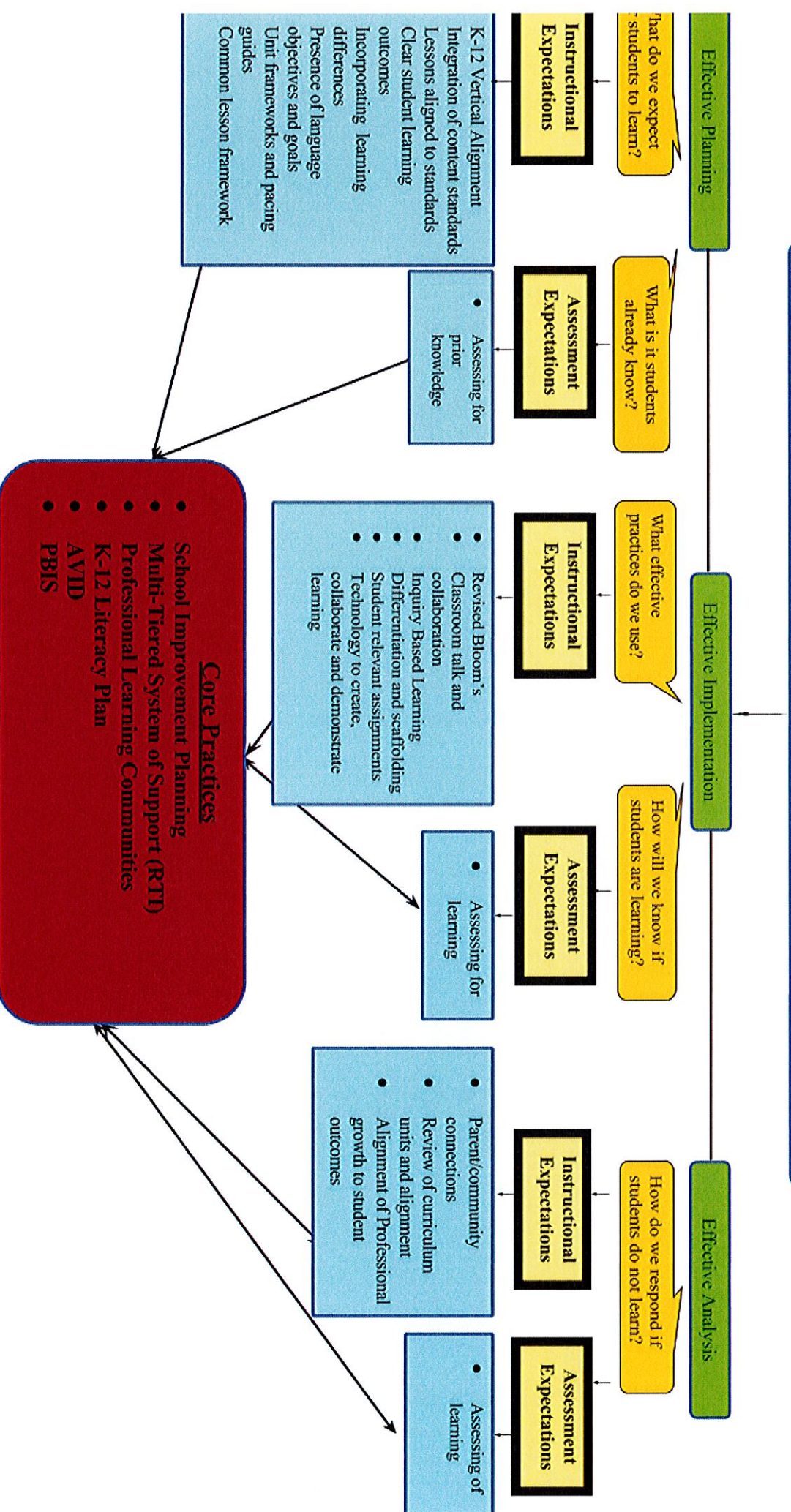
Powered by



Google Forms

## Chatham County Schools Instructional Framework

**“Every child reads, writes, thinks and talks in every classroom every day”**  
NC New Schools







# INSTRUCTIONAL LEADERSHIP PRIORITIES

"CHARTING A COURSE FOR SUCCESS"

<p><b>Leadership Priority</b></p> <p><i>What are we asking principals to do? What are the key elements of effective instructional leadership?</i></p>	<p><b>Resources to Support</b></p> <p><i>What information do we have that can support principals in this priority?</i></p>	<p><b>How Will This Priority Be Used?</b></p> <p><i>What evidence will be collected? How will the priority be monitored?</i></p>
<p><b>Scheduling:</b> Administration will create a master schedule that maximizes instructional time and minimizes interruptions. A priority should be to keep students in core classroom instruction to the highest degree possible. Students should not be pulled from core instruction for interventions or specialists unless it is specified in an IEP, 504, or the administration has approved.</p> <p><i>NCEES Principal Standard: 2b</i></p>	<p>CCS Instructional Time Guides</p> <p>Scheduling Resources</p>	<p>We will have a variety of scheduling discussions throughout the year during level meetings. Discussions will also focus on roster verification and the "claiming" of students. Each school will turn in master instructional schedules by August 20th to Dr. Hartness.</p>
<p><b>Multi Tiered Systems of Support (MTSS) Teams</b> will be in place at each K-8 school. Regular meeting time will be provided for teams. MTSS forms will utilized in K-8 schools. All schools should have an intervention/enrichment time built into the master schedule. Data will be used to determine student assignment to intervention/enrichment groups and services. High Schools should continue to use the SST process until MTSS training has occurred.</p> <p><i>NCEES Principal Standard: 2a, 3b</i></p>	<p><a href="#">CCS MTSS Site</a></p> <p><a href="#">CCS MTSS Handbook</a></p> <p><a href="#">CCS MTSS Paperwork</a></p> <p><a href="#">Intervention Resources</a></p> <p><a href="#">CCS Data Playbook</a></p>	<p>The MTSS IPF will visit each school team during the school year to provide feedback on team progress. MTSS data and EC "hit rates" will be used in principal meeting discussions and data discussions. Intervention/enrichment time will be discussed in principal meetings and level meetings during data discussions and scheduling discussions.</p>
<p><b>Lesson plans:</b> Administration will monitor lesson plans on a regular basis. Staff will be given feedback on lesson planning components. Quality Lesson Plans have evidence of standards/content, assessment, differentiation strategies, and use of technology.</p> <p><i>NCEES Principal Standard: 2a</i></p>	<p><a href="#">CCS Board Policy- Lesson Planning Planbook.com</a> (optional resource)</p> <p><a href="#">Rigorous Curriculum Design Info.</a></p> <p><a href="#">-RCD Overview Video</a></p> <p><a href="#">-RCD Book</a> (admins will get copy)</p> <p><a href="#">-RCD Training PowerPoint</a></p>	<p>Administrators can utilize any method you wish to monitor and hold staff accountable. During level meetings throughout the year we will ask for principals to bring lesson plan examples for review and activities. As we continue to develop and implement Rigorous Curriculum Units, lesson-planning discussions will be ongoing.</p> <p>The district will consider supporting the cost of lesson planning programs that schools may be using. You might also consider using Google, which is a free resource. Please contact Dr. Hartness for details.</p>



Leadership Priority	Resources to Support	How Will This Priority Be Used?
<p><b>Instructional Walkthroughs:</b> Administration will conduct instructional walkthroughs on a weekly basis. Data from walkthroughs will be shared with staff or PLC/grade level/subject area teams. Walkthroughs include questions related to rigor, objectives, technology use, and other school instructional initiatives and priorities. The data from walkthroughs are used for trend analysis and PLC discussions. While walkthroughs can generate coaching support or feedback, the data should NOT be used for evaluation purposes unless it is absolutely necessary. Walkthroughs do not replace the formal evaluation requirements. <i>NCEES Principal Standard: 2a, 4c</i></p>	<p><a href="#">Example Walkthrough Tool using Google</a>  <a href="#">Walkthrough Funny Clip- Just Do It</a>  <a href="#">School Walkthrough Tool Examples</a>  Principal and AP session will be provided with Mike Rutherford (TBD)</p>	<p>During the year, we will conduct ASIS Instructional Walks with administration and instructional coaches. Walkthrough data will be used at level meetings throughout the year for instructional conversations. Principals will be asked to bring what data they have to guide discussions.</p>
<p><b>Instructional Priorities/Non-Negotiables:</b> Administrators will create and articulate instructional priorities for staff. The district will provide overall priorities and each school can create additional requirements. Having instructional priorities gives staff a clear understanding of what is most important.  <i>NCEES Principal Standard: 2a, 6b, 5d</i></p>	<p><a href="#">CCS Instructional Priorities 2015-2016</a></p>	<p>Administrators will be asked to share instructional expectations during level meetings in the fall. Time will be spent allowing schools to share examples and strategies in small groups. It is important to involve the school leadership team when creating these priorities.</p>
<p><b>Behavior Structures:</b> Each school will create a school-wide set of expected behaviors and a behavior plan. Schools will enter and monitor behavior referrals in PowerSchool and/or SWIS. The MTSS process will be utilized for students who need Tier 2 or 3 supports. The behavior support referral form will be used when supports are needed beyond the school level. <i>NCEES Principal Standard: 5d</i></p>	<p><a href="#">CCS Behavior Resources</a>  <a href="#">Behavior Roadmap Training Schedule</a>  <a href="#">CCS Behavior Referral Forms</a>  <a href="#">CCS Code of Conduct</a>  SWIS Resources  <a href="#">MTSS Handbook</a></p>	<p>Specific training related to behavior structures will be provided throughout the year for school teams. A new IPF behavior position will assist with helping schools monitor behavior plans and interventions.</p>
<p><b>Data Driven Instruction and School Improvement:</b> Principals will utilize data in faculty meetings, leadership meetings, SIP/SIT meetings, and PLC/Team/Grade level meetings to model data expectations.  <i>NCEES Principal Standard: 2a</i></p>	<p><a href="#">CCS Data Playbook Resource</a>  <a href="#">CCS Data Google Folders</a>  Student Data Tracking Resources</p>	<p>Data discussions will occur at level principal meetings on a regular basis. Principals will be asked to bring specific data points and ASIS members will provide templates for analysis and reports that will assist with this expectation. Data will be monitored to measure ongoing SIP efforts.</p>
<p><b>PLC/Collaboration Structures:</b> Administration will provide time in the master schedule (where possible) to provide daily/weekly collaboration for teams. Administrators will attend meetings on a regular basis and/or have structures in place to monitor meeting agendas and minutes. Data will be the guiding force of PLC/Collaboration discussions.  <i>NCEES Principal Standard: 4a, 2a</i></p>	<p>PLC Resources  <a href="#">MTSS Handbook</a>  <a href="#">All Things PLC Site</a></p>	<p>PLC/Collaboration structures and tools will be discussed during level meetings and coach meetings. Schools will be asked to share examples of agendas, data tools, resources, etc. that they are using to guide teams.</p>
<p><b>School Improvement Process:</b> Administration will ensure that a school improvement team is in place and will discuss the SIP plan on a regular basis. Data will guide ongoing school improvement efforts. All SIP/SIT minutes will be posted on school websites in a timely manner to meet legal requirements.  <i>NCEES Principal Standard: 1c, 1d</i></p>	<p><a href="#">CCS SIP Template Site</a>  <a href="#">CCS SIP Requirements 2015-2016</a>  <a href="#">SIT and SIP Legal Requirements Guide</a>  <a href="#">CCS Board Approved SIP Plans</a></p>	<p>ASIS level directors will collaborate with principals to review SIP plans prior to board approval. Board approval will be required prior to posting on websites.</p>





# CLASSROOM INSTRUCTIONAL PRIORITIES

## "CHARTING A COURSE FOR SUCCESS"

<b>Instructional Priority Area</b> <i>What are we asking teachers to do in classrooms? What are the key elements of quality instruction we would like to see in classrooms this year?</i>	<b>Resources to Support</b> <i>What information do we have that can support teachers in this priority?</i>
<b>Scheduling &amp; Bell-to-Bell Instruction</b> - Each school principal will create and submit a master schedule for instruction. Teachers will follow the instructional master schedule unless otherwise instructed by the principal. It is expected that students will be engaged in meaningful activities from bell-to-bell. Transitions and low engagement activities should be minimized to ensure high academic time on task. Teachers will establish and implement routines and procedures that minimize lost academic time. <i>NCEES Teaching Standard: 2c, 4c</i>	CCS Instructional Time Guides- (will be developed this year) <a href="#">Example of tight transition (paper returning)</a> <a href="#">Example of "TT" moving to carpet</a> <a href="#">Example of teaching "TT" passing and returning papers routine</a> <a href="#">Using content in transitions</a> <a href="#">Strategies for transitions and time management</a>
<b>Core Curriculum</b> - It is essential that all classrooms in CCS follow the frameworks for core instruction to ensure that every student in our district is reading, writing, thinking, and speaking in every classroom every day. The following district guides (to the right) will be used to plan for daily instruction. We need to ensure that core instruction is protected as much as possible from pull out services and interruptions. <i>NCEES Teaching Standard: 4b, 3a</i>	<a href="#">CCS Instructional Framework Document</a> <a href="#">CCS K-5 Literacy Framework</a> <a href="#">Literacy Instructional Guide</a> <a href="#">CCS K-5 Math Framework</a> <a href="#">Math Instructional Delivery Guide</a> <a href="#">CCS 6-8 Literacy Framework</a> <a href="#">Elementary School Units &amp; Pacing</a> <a href="#">Middle School Units &amp; Pacing</a> <a href="#">High School Units &amp; Pacing</a>
<b>Lesson Planning</b> - All instructional staff will create lesson plans to guide instruction each day. Lesson plans provide details around standards and content, assessment practices, strategies for differentiation, technology use, tasks and activities, etc. Each school principal will have a process for reviewing lesson plans on a regular basis. <i>NCEES Teaching Standard: 3a, 4b, 4c, 4h</i>	<a href="#">CCS Board Policy- Lesson Planning</a>
<b>Essential Questions &amp; Objectives</b> - Essential questions and objectives are a critical part of planning for instruction. The objective and/or questions will be posted/presented in a student friendly manner so the student can make meaning from the written objective. The standard and objective will change on a regular basis as instruction changes. If you opt to utilize a pre-made resource, be sure that it is printed large enough for students to see. It is important that teachers refer to objectives throughout instruction. <i>NCEES Teaching Standard: 3a</i>	<a href="#">Objectives Training Power-Point</a> <a href="#">Posting Objectives Resources</a> <a href="#">Why Post Objectives?</a>
<b>RIGOR</b> - A common district theme will be increasing rigor across all content areas and classrooms. Teachers will learn strategies to raise rigor for student engagement and achievement. A variety of PD sessions will be provided throughout the year. Rigor in a classroom is creating an environment in which each student is expected	<a href="#">CCS Rigor Resources</a> <a href="#">Rigor Beginning of Year Presentation</a>



<p>to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.</p> <p><i>NCEES Teaching Standard: 3a, 4e</i></p>	<p><a href="#">Higher Order Thinking Questions on Teaching Channel</a></p>
<p><b>Accountable Talk-</b> A component of the CCS Common Instructional Framework includes an expectation that students will be “speaking” in each classroom every day. When students engage in meaningful discussion related to content they learn at high levels.</p> <p><i>NCEES Teaching Standard: 3a, 4f</i></p>	<p><a href="#">CCS Accountable Talk Resources from coach meeting 2014</a>  <a href="#">Accountable Talk Video Tutorial</a> in 3 minutes  <a href="#">Accountable Talk Videos on Teacher Tube</a>  <a href="#">Talk Moves from Teaching Channel</a>  <a href="#">Text Talk Time example from Teaching Channel</a>  <a href="#">Accountable Talk Ideas on Pinterest</a>  <a href="#">Accountable Talk on Teaching Channel for 9-12</a>  <a href="#">Leading a Text Based Discussion Tips and Tricks</a></p>
<p><i>*Note: We do not endorse everything found on Pinterest, but you can find some good accountable talk ideas there.</i></p>	
<p><b>Differentiation to Meet Student Needs-</b> Students come to our classrooms with a variety of needs. Students are best served utilizing small group instruction and materials that match student learning levels. Homework, vocabulary lists, reading selections, etc. should be targeted to student specific learning levels where possible. Guided reading and guided math structures are a great way to address this area in K-5 specifically.</p> <p><i>NCEES Teaching Standard: 2d, 4c, 4b, 4a, 4f</i></p>	<p><a href="#">Guided Reading CCS Materials</a>  <a href="#">Guided Math CCS Materials</a>            Differentiation Resource (coming soon)</p>
<p><b>MTSS Process and Intervention/Enrichment Blocks-</b> Teachers in grades K-8 will use the MTSS process for students who are in need of additional academic or behavioral supports. The MTSS paperwork will be used for Tier 1, 2, or 3 plans. Each school will have in the master schedule time for intervention/enrichment. Meeting time should be provided for MTSS teams to meet on a regular basis. Data will be used to determine the assignment of students to groups and services. High School Teachers will continue to use the SST process until MTSS training has occurred.</p> <p><i>NCEES Teaching Standard: 4b, 4c</i></p>	<p><a href="#">CCS MTSS Site</a>  <a href="#">CCS MTSS Handbook</a>  <a href="#">CCS MTSS Paperwork</a>            Intervention Resources (coming soon)  <a href="#">CCS Data Playbook</a></p>
<p><b>Technology Integration-</b> Technology resources and tools are a necessary part of quality instruction in today’s classrooms. The teacher evaluation instrument specifically includes expectations for technology use and digital learning. Teachers and students will consistently utilize technology to enhance and maximize learning.</p> <p><i>NCEES Teaching Standard: 3d, 4d</i></p>	<p><a href="#">SAMR Video- “SAMR in 120 seconds”</a>  <a href="#">CCS Technology Savvy Users Guide</a>  <a href="#">CCS Technology On-Demand Videos</a>  <a href="#">CCS Technology Tools</a></p>
<p><b>Use of Data to Drive Instruction-</b> Data is at the core of what every teacher and PLC team does to ensure student success. PLC teams will review screening data to identify students who are at risk of academic failure or who may need enrichment/acceleration. Teachers/teams will use formative assessment data to review trends that can help modify instruction and determine necessary interventions and supports for students. Teachers will follow the assessment schedule set forth by the district and the school principal.</p> <p><i>NCEES Teaching Standard: 1a, 4h, 4b</i></p>	<p><a href="#">CCS Data Playbook</a>  <a href="#">CCS District Data Reports</a>  <a href="#">CCS 2015-2016 Assessment Chart</a>  <a href="#">Schoolnet Log In</a>  <a href="#">Schoolnet Help Guides</a></p>
<p><b>Clear Behavior Expectations-</b> Every teacher will have a class set of positively stated expectations and will teach expected procedures and behaviors during the first 2 weeks of school. Each school will create a school-wide set of expected behaviors. Schools will monitor behavior data in PowerSchool and/or SWIS. Schools will utilize the MTSS problem-solving model for students who need additional behavioral supports.</p> <p><i>NCEES Teaching Standard: 2a, 2c</i></p>	<p><a href="#">CCS Behavior Resources</a>  <a href="#">CCS Behavior Site</a>  <a href="#">CCS Behavior Referral Form</a>  <a href="#">Example Classroom management Video with tips</a></p>

**2015-16**

**CHATHAM MIDDLE EXPECTATIONS**

**ACROSS ALL CONTENT AREAS**

- Objectives and essential questions posted in the classroom and present in lesson
- Students reading, writing, and talking everyday about learning (content)
- Technology being used appropriately
- Students use calculators daily
- SchoolNet utilized for pre and post assessment
- Fluency practice
- Vocabulary and word study is evident in lesson planning/teaching
- Data conferencing/goal setting (one-on-one)
- Students work in small groups/pairs
- Accountability for independent reading (reading logs, student response journals, etc.)
- Utilization of visuals to meet the needs of our learners (modeling, posters, graphic organizers, charts, etc.)
- Non-fiction text used regularly
- Worksheets used only in a purposeful way
- Lesson plans shared in PlanBook

***CMS***  
***Rigor Lesson Plan Template***

<b><u>Date:</u></b>
<b><u>Essential Question(s):</u></b>
<b><u>Objectives:</u></b>
<b><u>Resources/Tools :</u></b>
<b><u>Technology:</u></b>
<b><u>Text Used:</u></b>
<b><u>Essential Vocabulary:</u></b>
<b><u>Procedure (How will you deliver? – I do, We do, You do):</u></b>
<b><u>Depth of Knowledge</u></b> <input type="checkbox"/> Recall--Level 1 <input type="checkbox"/> Skills/Concept--Level 2 <input type="checkbox"/> Strategic Thinking--Level 3 <input type="checkbox"/> Extended Thinking--Level 4
<b><u>Assessment:</u></b>





# CHATHAM

## COUNTY SCHOOLS

### 2015-2016 SUPPORT PLAN MEETING NOTES

#### CHATHAM MIDDLE

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SUPPORT PLAN SPREADSHEET    CCS DATA FOLDER    SUPPORT PLAN REQUIREMENTS

**MEETING DATE:** 10/22/15

**MEETING TOPICS:**

- Review the Chatham County Support Plan and complete an initial review of the Support Plan Spreadsheet
  - Discuss new initiatives and/or supports Chatham Middle is in need of outside already existing initiatives listed in the SIP
  - Reviewed current BT needs and plans to support in coordination with the District's BT support plan
  - Examined Chatham Middle's current School Improvement Plan for alignment to State's requirements for the Plan for Improvement Rubric.
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**MEETING DATE:**

**MEETING TOPICS:**

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**MEETING DATE:**

**MEETING TOPICS:**

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